



SOUTH-WEST UNIVERSITY "NEOFIT RILSKI"

FACULTY OF PEDAGOGY

Department **"Educational Management and Special Pedagogy"**

PhD program **"Management of Education"**

MEIR DAVIDESCO

**CONSENT FACTORS OF THE NEW TEACHERS FOR
COPING WITH CONFLICTS IN THE CLASS**

DISSERTATION

for obtaining an educational and scientific degree "DOCTOR"

Field of higher education 1. **Pedagogical sciences**,
professional field 1.1. **Theory and management of education**,
doctoral program **"Management of Education"**

Scientific adviser:

Assoc. Prof. Krasimira Marulevska, PhD

Blagoevgrad, Bulgaria

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Abstract

The concept of discussion in the center of this study is the well-being of teachers in general, and the novice teachers in particular. In this sense, it is possible to see teachers' resilience as a human ability to cope, overcome, and even gain strength in view of distress (Le Cornu, 2009). From reviewing the literary background in this field of knowledge, it is apparent that there is only a few studies in a relative manner that we have observed the contribution of the resilience to the coping of teachers with significant among other things, it is clear that a higher resilience may influence the teacher's ability to make effective and productivity decisions in a way that can help his well-being, as well as for better performance of his role, And as a result of the more meaningful benefit to the educational system in which it operates.

In order to examine the research claim, a quantitative-correlative design was employed in which 364 teachers at different levels of seniority were surveyed. 212 (58%) are new teachers in their first or second year of teaching. The remaining participants in the study are veteran teachers with a seniority of five years or more (42%). Teachers' attitudes and characteristics were measured using closed and validated questionnaires as research tools.

In general, the findings of the study confirmed the existence of a positive relationship between self-efficacy and teacher resilience, so that high-resilience teachers have a high level of self-ability. Similarly, the findings of the study provided an overall affirmation of the relationship between teacher resilience, their perceptions, and their coping patterns, both in the positive aspect of greater use of professional and skill coping strategies and in the negative aspect that expresses fewer difficulties in coping. Furthermore, The sense of self-efficacy and resilience of new teachers is lower than that of old teachers. In addition, the study provided evidence that teacher resilience crystallized prior to the formation of their self-concept. In fact, the findings of the study suggest that the dimensions of resilience develop even before the actual work begins in teaching, while the self-concept of competence grows in parallel with

teaching and accumulating experience in the field. Moreover, it has become clear that resilience has a different influence on the self-concept of new teachers and experienced teachers. The dimensions of self-efficacy among experienced teachers were influenced by the resilience that promotes challenging experience and, for new teachers, they were influenced by the resilience dimension of intrinsic motivation.

Resilience among new teachers expresses hopes of being "good teachers" and aspirations for their ability to achieve value goals. The willingness to invest and learn to achieve these goals underpins their sense of ability. For experienced teachers the sense of ability, both at the organizational and pedagogical and interpersonal levels, is a result of extreme resilience.

In general, the ability of new teachers to cope with conflicts is lower than that of veteran teachers. However, Difficulty dealing with conflicts due to lack of knowledge was negatively affected only by the Teaching and Interpersonal Efficacy dimension of experienced teachers. This means that teachers experience more Difficulty dealing with conflicts due to lack of knowledge as their teaching and interpersonal efficacy is lower, and vice versa.

Further, it can be concluded in the light of the findings of the study that there is no direct effect of experience and resilience on Difficulty dealing with conflicts due to lack of knowledge, since all influence is expressed within Teaching and interpersonal efficacy, and it affects the ability of teachers to cope. This means that teachers report a higher level of Professional and skilled coping with conflicts as higher Organizational Efficacy and Teaching and Interpersonal Efficacy. It also means that conflict coping patterns are influenced by self-concept, which mediates other coping patterns (both seniority and resilience).

In practical terms, these findings have significant implications for understanding teacher behavior patterns throughout their career development, and in particular, they have special significance in the context of teacher training processes before they are actually engaged in teaching. These processes need to place more emphasis on

developing the resilience of teachers in general, and in particular aspects of resilience that precede challenging experience, namely, striving for new experiences and new experiences that, by their nature or especially, pose a personal challenge to personal and professional development. Accordingly, there is room for the development of a teacher training program that will work to enhance the new teachers' sense of resilience, both at a value level that strives to promote the intrinsic motivation for teaching, as well as the experiential, challenging and entrepreneurial level. Such a program may lay the groundwork for the new teachers to adopt a pattern of action that promotes experience, investigation, look, and striving for improvement even in the face of anticipated difficulties and even failures.

Introduction

Much of the research in field of teaching has focused on the "ordinary teacher" or, alternatively, on identifying successful teachers and successful teachers' teaching methodologies. However, one group of teachers, e.g. struggling teachers, received relatively less academic attention. The group of struggling teachers is estimated to account for 5-7 percent of the teachers (Yariv, 2004). This group refers to teachers who fail to perform, their results are relatively low and their negative attitude can affect their colleagues. Such struggling teachers often encounter problems and difficulties in their work such as the inability to lead their class, difficulties in addressing disciplinary issues, they experience lack of motivation, and may have problems in communicating with the school's principal, students, students' parents, or the school's staff members.

The literature addresses the group of struggling from several perspectives. Teachers, like other workers, face difficulties in their work. In the face of these difficulties most will experience temporary setback in their work. However, there are some whose difficulties last longer, among which there are a few who fail to meet minimal professional requirements. Such teachers were often described as incompetent or as poor performing (Bridges, 1986, 1992). In most cases such teachers do not function according to professional standards, their academic performance is poor, they fail to discipline their classes, are very low motivated, behave aggressively or in insensitive manner, and generally are referred to as inflexible, insubordinate and critical (Lavelly et al, 1992).

From a social point of view, some teachers are sometimes called "marginal" as they find it difficult to integrate with other teachers or other staff members. Yariv (2004) use a more ambiguous approach, referring to these teachers as "challenging" because these teachers' behavior and functioning pose challenges for the principal of the school. Yariv (2004) found that along with low motivation and teaching difficulties challenging teachers were also found to often confront other staff and management members and refused to accept directions.

Arielly (1995) referred to teachers' difficulties as teaching discomfort as a result of frustrating encounters between the teachers and their students. According to him, teachers and students' relationships might sometimes be characterized as on the verge of crisis. These conducts foul teaching and lead to a sense teachers refers to as discomfort. According to Arielly (1995) these difficulties are due to teachers' feeling that their influence on students' moral education, social integration and expected contribution to society is negligible. According to him, teaching discomfort is an expression of teaching difficulties which is followed by pressure and burnout in teachers.

These definitions uphold the teacher as responsible for the problem. However, there are who question this approach. For example, Wragg, Haynes, Wragg and Chamberlin (2000), add the question mark to their book title, "Failing teacher?", to emphasis that sometimes it is not the teachers who fails but rather her principal or the system, and that in many cases the use of the concept of failure is inappropriate. According to Wragg et al. (2000) instead of dealing with negative labeling one should focus on mitigating discomfort and difficulties in teachers' work. The present study will adopt this approach to investigate into significant and prolonging difficulties experienced by new teachers – ones that influence the teachers' performance and their emotional, health and social conditions. Assuming that at least some of the difficulties new teachers encounter can be attributed to aspects other than teaching or the education system, the present study will try to identify these aspects along with their influence on the teachers' professional performance and even teachers' possible decision to ultimately leave teaching.

Along a long teaching career, a teacher experiences many personal and professional events, some of them are not foreseeable. These events, which occur alongside normative professional development, have a real effect on their functioning. As teachers are constantly developing professionally - from the stage of early studies and initial training to courses and professional learning throughout their careers (Sikes, Measor & Woods, 1985) - it is only natural that different events might affect their

performance differently in each stage. As an obvious example one might consider how personal events such as a wedding or childbirth, or how professional constraints such as moving between schools or the need to teach different subjects might affect a teacher performance. It is argued that each event that one might view as stressful, both positively or negatively, will be followed by a behavior which will reflect this stress (Gitterman & Germain, 2008). Thus, the better a teacher adapts to personal or environmental changes to fit the constraints of the profession or the organization, the better his performance and feeling will be. Teachers who will feel that the organization and its' manager do not recognize or understand their personal distress will experience more difficulties in adjusting to the system and lack of support.

Furthermore, as teachers perceive themselves as professionals) Conley, Bacharach and Bauer, 1989), they also expect autonomy and independence in decision making, they expect professional and personal support and expect to establish effective relationships with their surroundings. However, following the course of their career teachers might face several personal and professional difficulties who might undermine their self-confidence (Harrison, 2009). In many cases these difficulties might be perceived as incompetence. Although the concept of incompetence rather vague and lacks precise meaning, its symptoms can take the form of inability to learn and teach or the unwillingness to do so. The literature often regard incompetence as related to self-efficacy (Cass, 2000). It is used to differentiate between teachers who know (or believe) they can face and meet the task in hand and underachieving teachers do not. Following Bandura (1993), who considered self-efficacy as one's knowledge and perception regarding her potential to successfully accomplish future tasks, a teacher whose self-efficacy is low might also be unmotivated to act at all (Bandura, 1993).

Research goal

The present study will expand the knowledge about the concept of resilience, and particularly will help understand how shaping and enhancing one's sense of resilience

can affect the potential of new teacher coping abilities with conflicts they will face during their first years of work.

The present study will not only help in understanding the meaning of the concept of resilience, but also will help to identify the means and factors that can influence new teachers' perception of resilience and how it is formulated along the teachers' training process. In light of the findings of the study, it will be possible to integrate instructive tools and methodologies which can improve new teachers' resilience and sense of empowerment during these teachers training process. These means can not only be viewed as a tool to help new teachers cope with conflicts they most surely will encounter during their first years of work, but also as a systematic preventive tool that might reduce burnout among new teachers, and specifically minimize early resignation of teachers who chose to "give up" considering their inability and willingness to cope with the difficulties of the job.

Research question

The present research argues that new teachers' coping abilities, especially during their first years as teachers, are tied to their sense of resilience as a human ability to cope, overcome, and even strengthen in times of distress (Le Cornu, 2009). Moreover, it is argued that using an organized and well-structured training can influence new teachers' resilience in a way that will enable them to cope better and more effectively with conflicts they may encounter in their first years of employment.

Therefore, the research question is **whether it is possible to influence the perception of resilience of new teachers, and accordingly, how this sense of resilience contributes to new teachers' coping abilities with conflicts during their first years of work?**

Object of the research

To answer the research question, the present study will examine the characteristics of the resilience of new teachers, and accordingly develop an appropriate training program for the construction and reinforcement of this strength. The effectiveness of this program in dealing with conflicts and difficulties during the teacher's first years of work will be examined through a comparative empirical study. Thus the present research' objective is to provide both a theoretical review and an empirical examination of teachers' resilience, and to provide a practical insights regarding the role resilience play in the framework of teachers' training and initiation.

Subject of the research

The conceptual framework of the present research belongs to the academic subject concerning the well-being of teachers in general, and specifically the well-being of novice teachers. This field of research is mainly concerned with teachers' ability to cope, overcome, and even gain strength in view of distress which arise as an inherent attribute of the profession. As teaching practice is very often considered as directed by a social mission and contribution (Conley et al., 1989), many of its' practical aspects are in contradiction to this altruistic nature, with many teachers, and specifically novice teachers, experience burnout and great difficulties in dealing with other stakeholders (i.e. students, parents, peers, principles etc.). Furthermore, their performance might degrade in the context of student achievement and coping with increasing disciplinary and job dissatisfaction, professional, frustration and even burnout feelings (Yariv, 2011).

Purpose of the study

The purpose of the research is to deepen the understanding of teachers' resilience and its' contribution to novice teachers. For this purpose, it is imperative to understand the different types and nature of conflicts teacher deal with, and thus teachers' coping. The

significance of these difficulties faced by teachers is the need to deal with various conflicts within the work of teachers. Interestingly, the research literature points out that despite the importance and difficulty of dealing with classroom management, which involves coping and managing complex conflicts, the topic has been widely addressed in teacher education programs, and in a minority in the investigation of academic and international institutions (Yariv and Gorb, 2018; Bazezew & Neka, 2017).

Tasks of the research

The present research main task is to formulate the research idea concerning the dynamics of the way teachers' resilience help build a sense of self-ability and later on in dealing with conflicts.

Following from the abovementioned, the first task of the present task is to provide a thorough theoretical review of teachers' resilience and self-efficacy, along with a review of teachers' conflicts and coping strategies. According to the theoretical review, the second task of the present study is to provide an empirical justification for measuring resilience among teachers, followed by such empirical examination. The final task of the present study will be to draw up conclusions and practical implementation recommendations through which resilience is relevant to novice teachers and teachers' training.

Research hypotheses

One can formulate three main research hypotheses to examine the associations between teachers' resilience, self-efficacy and their patterns for coping with conflicts:

H1. There is a positive association between teachers' self-efficacy perception and their resilience, so that teachers which are more resilient are characterized by higher self-efficacy perception.

H2. The higher teachers' resilience and self-efficacy is, the greater their use of skilled and professional coping strategies to cope with conflicts.

H3. The higher teachers' resilience and self-efficacy is, the less difficulties they face coping with conflicts.

Additional research hypotheses can be formulated for these claims:

H4. New teachers' self-efficacy and resilience is lower than that of experienced teachers.

H5. The ability of new teachers to cope with conflicts is lower than that of experienced teachers.

Stages of the research

The present research claim is that through structured and regulated training, young teachers' resilience can be influenced in a way that allows them to better and more effectively deal with conflicts they may encounter in their early years of work. For this end, the first stage of the research is to provide a theoretical framework concerning innovation and management in education, work characteristics and difficulties of new teachers, coping with conflicts in teaching, and finally concerning resilience and conflicts in teaching.

The second stage of the research will present methodological aspects of the research, among other things concerning the research design, population and sample considerations, research tools and analysis procedures.

The final stage of the research will present the findings of the analysis followed by a discussion of their theoretical and practical implications. The research concludes with a discussion regarding the research limitations and recommendations for further study.

Research limitations

The findings link teachers' resilience, the development of their self-concept, and their coping patterns with their role as teachers. They indicate that the development of resilience precedes the development of self-ability, and that different dimensions of resilience affect the dimensions of self-perception differently for new teachers and for experienced teachers. In addition, the findings of the study indicated that the impact of resilience on self-ability also translates into better coping with conflicts, both in reducing difficulties and in improving professionalism, skill and objectivity in coping.

However, the present study has several limitations: First, the research field is based on sampling from the teacher population only. This fact undermines the ability to

generalize the research conclusions and meanings that arise from them, both to other fields of practice and to other positions in the educational system, and especially to principals. In view of this, it is advisable to include, in a continuation study, additional sources of information related to the education system, including teachers, parents and other officials, in particular those responsible for outlining policy. A second limitation, this study did not address the influence of other intervening factors on which personality characteristics (such as altruism), cultural and social backgrounds, as well as characteristics related to the nature of the school and the climate prevailing on research variables and their relationships can be enumerated. These aspects may affect teachers' performance, both in their pedagogical beliefs, in their perception of their role as teachers, and in their organizational commitment and level of erosion as an expression of their time orientation in the system. These aspects can also shed light on the options available to them for various behaviors in their roles, such as how they demonstrate leadership, the degree of corporate civilian resilience they exhibit, and their success in roles in terms of their learning outcomes and their ability to deal with conflicts. In view of this, additional features can be recommended for future research. Third, the findings of the study are based on data collected from teachers primarily in the Northern District and primarily from the state Jewish sector. As such, the findings of the study may not articulate other aspects that may exist among teachers in other districts and / or other sectors operating in the education system. It is therefore advisable to extend the scope of the research exam to include representation of these populations. Fourth, at the methodological level, this research is based on a quantitative research system, which results from the very use of closed questionnaires and it is difficult for them to learn about the process itself and its implications. To further deepen the topic of research, we recommend using a research set that combines quantitative research with qualitative research, for example through interviews or observations.

CHAPTER 1

1. Problems and challenges in the professional development of teachers in the context of educational management - theoretical foundations

Theories addressing employees and organization suitability usually deal with subjects such as perceived pressure at work, employees' work satisfaction, the factors that influenced the worker occupational selection, the criteria for employment, the organizational culture, and more (Edwards, 2008). This approach holds that the degree of employee adaptation to the organization is derived from the degree of compatibility between factors such as professional ability and tendency, organizational ethical and moral values and what the organization represents. An interpersonal attraction among members of the organization and a system of satisfaction and organizational commitment can be maintained only when the employee's perception of the organization (e.g. the employee's feelings, beliefs and thoughts about the organization) and her work fit one another (Crites, Fabigar & Petty, 1994). Thus, a teacher who has difficulty learning the organization and her position or has difficulty in maintaining collegial relations with the rest of the staff or with other elements in the system may find herself outside the group, isolated and left to herself in dealing with her professional problems.

Hence, worker-organization discrepancy can be described by the gap between the teacher characteristics and those of the organizational system and culture (Edwards, 2008). Thus, for example, a teacher with poor social skills might find it difficult to integrate into a team that requires cooperation and a shy and withdrawn teacher might find it difficult to manage a class and will suffer disciplinary problems. The resulting difficulties may be expressed as lack of "chemistry" or as communication problems with the principal or other school staff members, as feelings of lack of support and of alienation and loneliness on behalf of the teacher, and a lack of compliance with

expectations of parents or students in terms of low achievement or disciplinary problems. In this sense, the gap between the qualifications and personality of the teacher and the demands of the position raises criticism and difficulties, which seem to be insoluble. These lead to dissatisfaction at work, professional inefficiency, frustration and even feelings of burnout among teachers. It might also be argued that this mismatch is what leads to alienation from the staff, lack of help from the principal, complaints from parents that intensify the teacher's difficulties and raise additional question marks. This is particularly true when one of the participants is new to the system, for example when a new headmaster enters the job or when a transition to another school is required, and is even more true when a teacher is in the first steps in the training process. This situation is a threat to many teachers who find their experience, knowledge and status are at question. The new principals try to shape the behavior of teachers who have difficulty, often without success (Yariv, 2011).

However, surprisingly, the literature addressing the contribution of teachers' resilience to their coping abilities is rather scarce. It has focused mainly on teacher perception of their self-efficacy and ability (Bandura, 1993), even though it is known that it is also influential in teachers' ability to make effective and productive decisions about themselves, their role, and the system (Tait, 2008).

The present study will focus on examining the concept of teachers' resilience, particularly in relation to the extent to which this aspect may affect the potential of new teachers to cope with the conflicts they will face during first years of work. Accordingly, the literature review will begin with a review of the work characteristics of new teachers, among which addressing the possible difficulties faced by these teachers. In addition, the review will examine the resilience of new teachers, both in general and in the way it is reflected in the various conflicts that these teachers may encounter during their work. Finally, the review will examine patterns of coping with conflicts and conclude with an understanding of the relationship between these patterns of conflict and the resilience of new teachers.

1.1 Innovation in education

At present, the school system is coping with rough, complex issues. Plus, it is perceived as a system in crisis. Israeli students' achievements are low, and the gaps between the weak students and the top students are of the greatest among the developed countries. Additionally, the economic analyses indicate that Israel is one of the least effective countries in terms of exploiting investment in education, compared to the other developed countries. Although the teachers are the ones who are supposed to lead the students to high performance, in many cases, the teachers' standing is too low to attract high quality personnel, who will instigate a true change in the system (Amit, 2014: 2).

One of the solutions to the challenges posed by the school system lays within the area of project management and innovation in education. In this day and age, our world is based upon projects and innovative ideas. For impression's sake, approximately one-third of the employees in the United States, including teachers engage in innovative- or project-based work, to some extent. According to the forecasts of 2020, four employees in ten will engage in project based work, thus many of the teachers and students, in the course of their adult life, will be freelancers or work in some project structure (Liebtage & Vander Ark, 2016: 1). Thus, field of project promotion and management in education, as well as the promotion of entrepreneurship and innovation in education bears great significance. The school system is the core where the country may promote and develop its human capital, as a valuable resource for any country coping with global-economic competition. Innovation is an important component in economic growth, productivity and public benefit. Innovation is particularly important to advanced industry and technology branches (Amit, 2014: 2). Innovation in education is highly important, because a country providing poor education services damages its economic future, and may experience negative immigration of high quality personnel, who is offered better employment opportunities

in other countries. Therefore, the school system has no privilege to concede innovation and improvement (Amit, 2014: 13). This paper will attempt to review the fields of project management in education and innovation of education, focusing upon teachers and novice teachers.

1.1.1 Project Management in Education

The research literature offers several definitions to the term "project". One common definition views a project as a series of activities and tasks aimed at a particular goal, namely, yielding certain specifications. In other words, there are specific beginning and ending dates, financing and budget related limitations, as well as limitations related to resources, money, people and equipment (Kerzner, 2013 in Hornstein, 2015: 291). Another common definition describes the project as reflecting human, economic, and material efforts, as well as newly-organized resources within a unique work scope's framework, with a given specification, characterized by cost and time related limitations, in order to attain a beneficial change, defined by quantitative and qualitative goals (Turner, 1999: 3 in Pant & Baroudi, 2008: 124). Simply, projects are accomplished within proposal's and schedule's framework, bearing goals or pre-determined outcomes (The Project Manual, 2012: 5).

The term "project management" first appeared in 1953, in the United States, at the context of the American Army's space of defense, and the need to construct and manage tools for projects, including planning and evaluation. At the time, project management mainly reflected the role of project's integration and mediation. Accordingly, the traditional role of project management involved planning, organization, leadership and control of anything related to the project. Upon the spreading of matrix organizations in the United States in the 1960's, more and more managers suddenly found themselves acting as project managers for the first times. Conferences and seminars began teaching how to manage projects. Project management organizations and institutes were established. Later on, project

management position developed and was also defined by the need to comprise educational, social and psychological issues as well (Hornstein, 2016: 291-292).

Project management position, as perceived in this day and age, consists of five key process groups; planning, accomplishment, surveillance, control, and, finally, closure. Plus, project management position focuses upon nine key knowledge areas; project integration management, project scope management, project time management, project cost management, project quality management, project's human resources management, project risks' management and project purchase management (Hornstein, 2015: 292). In the education field, too, project management is a complex, sophisticated and thorough process, which involves brain-storming, planning, development, significant completion and evaluation of the project (The Projects Manual, 2012: 18). Educational project management implies holding the reins, leading the educational work through project manager's ideas, as well as the questions and the goals posed within its framework (Projects Manual, 2012: 18). In the education field, a successfully managed project usually includes five main high standard elements; authenticity, active learning, academic depth, connection with others and evaluation. Authenticity implies that the project's outcome is applicable to the real world, or by another public out of the classroom. A successful educational project is usually a project whose outcome reflects a unique, high standard, innovative work, which may be practiced out of the educational realm as well. Such a project reflects an outcome of significance and influence on others or on the surrounding world. Active learning means that project managers fulfill a key role in the work that is being done, creating something new, on their own. Academic depth implies that the project is of thorough nature, integrating a large number of knowledge areas, providing an opportunity to acquire new knowledge and skills. Relationship with others reflects that the projects provide its managers with the opportunity to work with and significantly learn from others, such as their colleagues. Evaluation implies that project managers are able to assess their work by professional standards by which other employees are assessed (Project Manual, 2012: 5, 24).

Presently, the awareness of project management and project management education is constantly growing. Working on projects, and understanding its necessity is of great importance, as well as their view not only as single works, but rather as structural manifestations and complex tasks within a larger organizational structure. Presently, more positions involving complex task management may be found, such as project case plans, case management and other new managerial positions which entered the work market and the field of education (Bergmana & Gunnarson, 2014, 447). Project management in education is of considerable economic and educational importance in this day and age. Project management is associated with a dramatic growth which occurs while working across different sects, industries and countries. The project management field has become an important, even crucial mode of work in most organizations at present, including education institutions, among other reasons, because the projects constitute as one of the means for organizational development, change and innovation (Svejvig & Andersen, 2015, 278). Additionally, projects bring changes into the school system, as well as innovation and new strategies, though they also involve elements of uncertainty (Kenny, 2003, 1).

At present, teachers are required to know how to function within the school system as project managers as well. Since we live in a world based upon projects and works of a particular goal to yield certain specifications (Liebtag & Vender Ark, 2016, 1). The educational work in this day and age involves the need for knowledge to develop, implement and manage educational projects to a constantly growing extent, as well as the need to know how to identify needs and establish educational and communal goals, and then, know how to convert them into projects, how to budget and raise donation toward educational goals, recruit volunteers for community projects, form collaborations within the community, understand teamwork and employee motivation, know how to conduct meetings, events and ceremonies, market and publish the educational project, and operate it (Artzi & Mendel-Levi, 2015, 21).

The project management position allows teaching trainees and teachers possessing an educational vision to be more involved in education, society and

community. Project management allows teaching professionals to develop initiative and leadership skills in favor of leading change processes in the social and educational field within the community. Project management in education integrates an educational approach, involving thorough educational knowledge in the education content areas, along with social action and involvement. The engagement in the field provides teacher trainees and teachers humanistic-moral view, critical-social awareness, a sense of autonomy and mission within the teacher's work, and abilities related to flexibility, diversity and adaptation of work modes (Artzi & Mendel-Levi, 2015, 5). Project management in education promotes educational and social entrepreneurship, requiring an initiatory thinking, need identification in education and the community, converting them into goals and modes of action in teaching, as well as resource recruitment and pooling. Project management in education requires the analysis of tools the entrepreneur needs for the sake of forming partnerships, rational selection of strategic plans for project marketing, volunteer recruitment and hiring, etc. Work within the framework of projects management in education also requires work group skills, understanding complex situations and coping with practical experience, as well as ability to cope with difficulties and conflicts within the group work (Artzi & Mendel-Levi, 2015, 7).

The research literature has identified several elements which may support project management in education and the promotion of an innovative educational change. Within the latter framework, the changes instigated by the teacher-entrepreneurs often occur in a local, bottom to top mode. One of the elements which may be of assistance in educational project management is a main learning group, which may fulfill an important role in professional support of innovative projects within the school. Plus, clear support and approval on the organization's senior management's are necessary. Providing the teachers with proper resources, including time and compatible employees, possessing special skills as part of the project team are necessary as well. Another significant element is establishing self-managing project teams, characterized by flowing, open communication processes. Another element

leading to success is the presence of report processes, including learning documentation, periodical reports following each phase or progress in terms of project's given stage (Kenny, 2003, 6). Reporting mechanisms should provide the project team with the need to innovate, but also to guarantee that learning is documented and shared with colleagues and other relevant parties, other than the project team (Kenny, 2003, 8-9). On the organizational level, the appointment of a governmental body for managing projects is necessary. This body's role is to establish priorities and identify projects designated to implement organization's strategic goals in correspondence to the relevant criteria. This body approves and provides the resources necessary for the teaching staff, for project management purposes, promoting responsible supervision processes (Kenny, 2003, 6). Another element that is important for successful project management in education is engaging in reflective and sharing action with colleagues, who are a key part in inducing significant change and innovation within the educational organization. In this way, for instance, the new teaching approaches may be re-assessed, so as to understand how the teaching profession should be structured within the management process (Kenny, 2003, 8-9).

Employment of project management in education occurs in advanced teaching and learning methods as well. Researches revealed that there are teachers, though only a few, who initiate and implement the project management method in their classrooms, through a project-based instruction method (PBI). Project-based instruction is student-focused teaching, which occurs over a long time-stretch, when the students select, plan, explore and create a certain outcome, being a response to a challenging question related to actual life. Within this instruction method's framework, the teachers fulfill the roles of facilitators, guiding and instructing the students throughout the project's evolution. This instruction method is goal-oriented, which is based upon core, distinct processes related to project management, namely, proposal, planning, execution and judgment. Thus, project-based instruction is characterized by focus upon a key content within the curriculum; relying upon answers and questions related to the content, and orientation toward active intellectual search for solutions by the learners; inducing

involvement in ways compelling learners to identify problems, develop and plan solutions, and create final outcomes, such as an exposition or a model; focusing upon the learner as the one who determines, selects and executes, while the teacher provides sources, facilitates and guides, and, finally, relying upon real-life based ideas and problems, and encouragement of authentic, creative efforts to find solutions and explore problems based upon real-life. Therefore, this instruction's goal is to motivate education toward active, creative exploration and research, where the learner is self-oriented, and develops higher-order thinking skills (Holm, 2011, 1-3). Project-based instruction allows the students to discover learning, assisting them in learning topics in an independent, shared mode. Under this method, the students put forth effort to reach a certain goal or outcome, within a given time-period, individually or through active involvement. The projects must be related to real-life situations, while the students must understand what they are learning, and why. This method's purpose is to offer alternatives for using information, skills and behaviors in association to the projects, In a project-based method, the learners reconstruct intellectual knowledge for themselves, and also construct new knowledge themselves, based upon real-life experience (Bilgin, Karakuyu, & Ay, 2015, 470).

Recent studies indicate the effectiveness of project-based instruction and learning on students' performance. A study conducted among 33 students explored the effects of project-based learning (PBL) in the field of sciences and technology on the students' achievements, the relationship with the students and self-efficiency beliefs. This study's findings revealed that the test group students' achievements were higher than the control group students', who were taught by the traditional method. The test group students mostly expressed positive views regarding the implementation of project-based instruction method. It was found that project-based instruction method facilitates students in assuming responsibility for their learning, encouraging them to work with others. This method was found to be effective for students who have difficulties sitting and listening during classes. Plus, this method facilitates the students in improving their critical thinking, creativity and synthesis abilities. Since

within this method's framework the students may be autonomous throughout the process and make decisions independently, this condition enhances their motivation, as well as prediction skills. This method also attracts students who are not prepared for traditional learning, inducing a learning environment where students with varying abilities may take a significant part (Bilgin et al., 2015, 469-470).

1.1.2 Innovativeness in Education

There is some difficulty in defining the term "innovativeness, because there is more than one way to describe innovativeness, and because innovativeness may not be measured by absolute values. The term is very common in the business world, as well as in business organizations. In this day and age, innovativeness is considered as a survival need, because of the incessant competition between organization and bodies in different fields. In the business world, the purpose of innovativeness is to establish new, creative and surprising game rules, by means of creating a product, service or organization, which will change the familiar game rules. Simply put, innovativeness in the business world is a manifestation of individuals' creativity and initiative within organizations encouraging innovativeness and changes (Vidislavsky, 2016, 6-7).

A common definition of the term innovativeness perceives it as a considerable change, which is significantly positive. Innovativeness is an outcome or result which was designated to innovatively solve a given problem. Innovativeness in its highest order may appear as a change of paradigms between the industrial society and the knowledge society (Berkum, 2010, in Vidislavsky, 2016, 6). The research literature distinguishes innovativeness from innovation or creativity. While innovation is a narrow term referring to a new discovery, patent or technology, innovativeness is a broader term, which refers to constant improvement and novelty, designated to implementation and fulfillment. Hence, innovation is a special case of innovativeness, while innovativeness is broader, also including the processes of search, fulfillment, financing and change it induces. In other words, innovativeness is a more

comprehensive term in relation to creativity as well, the latter being a manifestation of inventing new ideas, which respond to some need. Entrepreneurship is manifested by identifying opportunities to promote certain activities, which do not have to be new ones, for instance, identifying an opportunity to open a business in a given area, or assimilating a certain instruction method to a school. When the initiative involves a new activity, for instance, a start-up company developing a new application, then it is an innovative initiative (Harpaz & Erez, 2012, 38). Innovativeness is a process, reflecting a long journey, which begins with a creative idea, and continues with development and implementation until it becomes a reality. Hence, the number of new ideas that come up considerably exceeds the number of new ideas, which end up being materialized and implementation (Harpaz & Erez, 2012, 4).

In the research literature, innovativeness is often identified with creative, outgoing personality. This personality is characterized by openness to new experiences, tolerance of ambiguousness, ability to take risks and orientation toward learning and exploring things deeply, as opposed to orientation toward performance, such as test grades. Innovativeness is identified with personality oriented to associative thinking, connecting areas which on the surface do not seem to be linked. However, those personality characteristics may not be fulfilled, and it is doubtful if they will come into being by force, with no environment to nurture them, thereby allowing them to exist and be manifested (Harpaz & Erez, 2012, 41). IN order for the teacher's personality characteristics to materialize, so that the innovations will be effectively distributed at the school, he needs a supportive environment, as well as support from fellow teachers, the principal and the municipality (Butkevica & Zobena, 2017, 60).

Addressing educational and pedagogical innovativeness usually involves creating a valuable idea, product or process. Innovativeness in education reflects a new idea, or an advanced development of an existing product, process or method, implemented in order to cast some added value. Attributing innovativeness to anything in education depends upon its viewing as valuable by the relevant parties, and

their involvement in its adoption and adaption to their needs. The highest degree of educational, pedagogical innovativeness in the educational literature portrayed a paradigm alteration, from a certain educational approach, perceiving students as passive within instruction-learning processes (a behaviorist approach) to an approach which perceive students as autonomous individuals who are actively involved in their own learning (a constructivist approach). Thus, pedagogically, innovativeness entails employing new methods, integrating teleprocessing, reflecting constructivist aspects, compared to behaviorist ones; for instance, the implementation of innovative assessment and instruction alternatives (Vidislavsky, 2016, 7-8).

Innovativeness in education implies a system in learning, which invests resources in performance development and enhancement, by relying upon research and data. Innovativeness in education mirrors a system where new ideas and methods are experimented, and which includes organizational and budget-related mechanisms which are conducive to learning, renewal, creativity, collaborations which may yield breakthroughs, and anything else which may contribute to the system beyond its regular, continuous functioning. Powerful innovativeness in education includes regulated processes between the relevant units, which guarantee that the innovative activity is not temporary, random, or one-time, but rather, an activity to be further explored, studied and distributed to the entire system when necessary (Amit, 2014, 15). Innovativeness in education may be manifested by learning new lessons, within productive research groups, implementing new approaches, which facilitate teachers in identifying problems, planning, investigating and analyzing lessons in collaboration, and lead to pedagogical innovations in the classroom. Innovations in education may be not only pedagogical, but also social, through new ideas which address social needs in education, forming new social connections or collaborations, such as forming new forms of professional relations , teen colleagues, aimed at enhancing teaching (Butkevica & Zobenca, 2017, 56).

Innovation in education solves problems, adds value to instruction and learning. Innovation in education provides new solutions, or removes any traditionally

existing obstacles and challenges within the instruction and learning processes, adding value by constructing accomplishment abilities. Innovation in education assists in identifying a need or obstacle which have not been revealed before. Then, it enhances instruction and learning processes by means of an inventive solution. It adds value by understanding the limiting cause in a new way, while responding properly. Innovation in education presents prospects of innovativeness in order to enhance instruction and learning, adding value by providing new, more effective opportunities to attain better performance in education. Additionally, innovative in education allows the school system to adapt itself to the new channels through students' learning, providing a practical value, for instance, by applying advanced technology (Redding, Twyman, & Murphy, 2013, 5).

Formerly, those who were viewed as responsible for educational innovativeness were officials in the system, such as school principal. However, since the 1980's this traditional perception has changed. Teachers have assumed the main role in conducting educational changes, as they were appointed as educational and social change agents. Thus, it is precisely the teachers who are supposed to lead innovativeness in education in this day and age. Presently, in the educational sciences, teachers are perceived as innovative diffusion agents. They are expected to be active change agents, who are capable of assuming informal management and leadership roles. Teachers are viewed as leaders and change agents, who are able to initiate essential changes in students' mode of learning, and s those who contribute to consistent development within the school. Leading teachers, who constitute change agents know how to well organize their teaching, and to collaborate with their colleagues in a way which will promote diffusion of social innovations (for instance, new forms of professional relations), and pedagogical innovations (for instance, innovative teaching approaches in classroom). Leading teachers, who constitute innovativeness agents, are those who thoroughly understand the need to experiment with innovative instruction approaches. They continuously acquire new experiences. They know how to methodically collaborate with state-wide development network,

initiate shared learning groups, develop new teaching materials for themselves, as well as for other teachers in their school and district. They are open to share their new experiences with their professional colleagues. Plus, they are capable of serving in administrative positions (Butkevica & Zobena, 2017, 56). Leading teachers who spread innovativeness in the school are, in fact, those teachers who themselves accumulate experience in the real world, and are willing to share it with other teachers. They know how to nurture a positive collegial environment at the school, inducing a safe setting for teachers to experiment and share their practical experiences, give and receive feedback and emotional support (Butkevica & Zobena, 2017, 60).

However, the educational reality poses difficulty in inducing innovativeness. Entrepreneurship, creativity and innovativeness require proper organizational and cultural conditions in order to grow. Any teacher or employee, who attempts to innovate, acts within a specific context, in a certain work setting. Some work settings are conducive to inventing new ideas, facilitating their implementation. On the other hand, other work settings are not conducive to innovativeness. Innovativeness is not only a function of personal skills, but also of the setting that allows them, providing the conditions for its growth. Settings that are more convenient and conducive to innovativeness are, for example, flat, open work settings, as well as those who are characterized by tolerance to differences and mistakes. Such settings are more conducive to search and exploration, deviation and error. Innovativeness-nurturing settings, which allow existence and expression, encourage even "non-creative" individuals to become creative and come up with innovative, unusual solutions (Harpaz & Erez, 2012, 41). On the contrary, a bureaucratic, hierarchical and rigid work setting, where things are fixed by rules and regulations are imposed on the employees by the higher ranks, does not always allow deviation from the norm, and penalizes mistakes. However, it is noteworthy that innovativeness growth precisely under dialectic tension between two supposedly contradictory elements, namely, freedom and structure. Innovativeness and creativity do not stem from anarchic and chaotic work settings. Innovativeness-nurturing work settings are indeed characterized by

settings guided by compelling rules and values, yet they maintain a delicate balance between rules and values on the one hand, and freedom of expression and tolerance of new, unusual ideas and practices on the other hand (Harpaz & Erez, 2012, 38-40).

On the one hand, school is a bureaucratic, hierarchical organization, and therefore non-conducive to innovativeness. However, under certain conditions, school may serve as a proper setting for innovativeness and creativity. For instance, certain teachers, by virtue of their role, grant students knowledge, rules and values, which facilitate their independent, inventive thinking. On the surface, the school's purpose is to provide the students with knowledge and skills, which will serve as a platform for independent creating thinking. Under certain conditions, where the teaching staff at the school consists of individuals open to new ideas and willing to educate to intellectual openness, yielding innovativeness and nurturing creativity become possible. It depends, for example, on the way in which teachers are selected and trained (Harpaz & Erez, 2012, 39). However, in practice, teachers do not always possess the proper training and tools to induce innovativeness among students. In many cases, teachers have trouble maintain the necessary balance between abiding by the rules and allowing freedom, as a condition for nurturing innovativeness and creativity. Teachers devote most of their strengths and resources to attain discipline in the classroom, but have trouble to channel it to the extreme of inducing creativity and innovativeness (Harpaz & Erez, 2012, 40).

1.1.3 Inexperienced Teachers, Project Management and Innovativeness in Education

Perhaps inexperienced teachers will have trouble implementing project management methods. The role of project manager in education is demanding, complex and diverse. This role requires an ability to juggle several matters simultaneously. The traditional skills which a project management in education and in general requires are an ability to integrate skills, including interpersonal, technical and cognitive abilities,

as well as the ability to understand the given situation and the individuals involved in the project. Then, a project manager is required to dynamically integrate proper leadership behaviors. In other words, project management in education position requires a combination of "hard" technical skills and "soft" personal and interpersonal skills. Effective project management relies upon personal and interpersonal skills, conceptual skills and technical skills, which may be developed independently. Project managers' personal and interpersonal skills greatly affects project management methods and its success (Pant & Baroudi, 2008, 124-125). However, quite often, project management instruction programs, offered by higher education institutes emphasize precisely the "hard", technical skills. That may be also identified in project management manuals and programs appearing in education-related syllabuses. Yet in practice, project management in instruction requires the emphasis on the personal aspect of project management, more than the technical skills (Pant & Baroudi, 2008, 127). In other instances, the basic project management courses offered by higher education institutions cover only the softer aspects of the field, such as team leadership, but do not address skill development. There are also cases where the theoretical reference framework is not sufficiently developed, and the practices taught in the classes are somewhat ambiguous (Bergmana & Gunnarson, 2014, 448).

Many of the higher education institutes include basic project management courses in their Bachelor's programs. Yet the pedagogical methods taught in the academia may be different than those implemented in commercial courses or in an intra-organizational training, all the more so that project management courses are usually short, lasting only a few days. Simultaneously courses offered by the higher education institutes, many large companies have developed models of a project's life cycles corresponding to their needs. As a complementation, they provide internal training session to project managements, within commercial courses' framework. Those commercial and internal courses may provide practical knowledge, more adapted to the organization's life cycle, decisions, patterns, documents and tools. Additionally, most students lack practical experience with working on projects, other

the experience they have acquired through various group work sessions at school. Studies indicate that sometimes, students do not perceive project management course as an opportunity and means for sharing experiences and learning from colleagues, but rather, focus on the issue of providing the necessary outcomes and meeting the criteria for exams. Hence, despite the benefits of project management education for students' future work life, it is very difficult to determine whether organizational project management courses will indeed be relevant for them, when they work in a multi-project setting, without experience and familiarity (Bergman & Gunnarson, 2014, 448). Additionally, studies have proven that learners in the early stages do not always know how to address critical characteristics of problems, and do not employ effective problem solving strategies. Plus, when early-stage learners are concerned, there is a risk of missing goals and preserving misconceptions because of lack of experience, strategic intervention and supervision by higher ranks (Holm, 2011, 1-3).

Studies which examined newly entering teachers have indicated their mixed positions concerning the penetration of innovative changes in instruction methods. A study examining 520 elementary school, middle school and high school teachers (Maskit, 2006, 73) indicated, for example, mediocre position scores among newly entering teachers, relating to their attitudes toward penetration of changes and innovations in teaching methods. The mediocre scores revealed among those teachers were justified by the affinity to the uniqueness of novice teachers' work processes. Novice teachers, in the early stages of being initiated into the teaching profession, encounter more professional difficulties due to lack of professional knowledge concerning teaching methods and navigating the class, coping with discipline problems, as well as with undermining of educational views, which have been established throughout the training period. Novice teachers' professional world mainly focuses upon attempts to survive the teaching work and profession. On the other hand, the integration into the profession is characterized by feelings of professional mission and striving for professional success in the instruction profession. Those mixed feelings among novice teachers are reflected by mediocre scores as for

the views associated with change penetration. Novice teachers explain they face complex doubts as for change initiation. On the one hand, they are expected to constantly experiment and innovate, learn and progress. On the other hand, they face greater difficulties and apprehensions in relation to changing familiar, successful instruction processes and methods, that work for them, replacing them with new, unfamiliar methods (Maskit, 2006m 90-91).

Novice teachers' mixed views regarding penetration of innovations and changes into instruction methods may also be explained from the psychological-professional viewpoint. Beginning Teachers face with personal dilemmas stemming from the transition from a student-teacher status to a teacher. The transition into becoming an independent professional involves facing complex challenges, because on the one hand, the novice teacher strives to prove his skills, to himself and to those around him, yet he is still inexperienced, and at times, insecure. The sense of independence characteristic of the transition to a teacher's status is sometimes contradictory to the profession's inferior standing, and to the novice teacher's standing at the school, compelling him to be subject to school procedure and constant professional and personal criticism. Novice teachers explain, for instance, that while they were trained to become teachers, they were considering initiating changes within the classroom and the system. They were certain that once they had their own class, they would succeed in initiating new things in it, innovate and experiment all the time. In practice, as they entered the profession as novice teachers, they realized it was not simple, even somewhat discouraging to conduct experiments and innovations in the classroom (Maskit, 2006, 92). Another explanation to novice teachers' mediocre view scores is related to the contradiction arising among those teachers between the striving to strengthen themselves professionally and the need and desire to focus upon establishing a family. Novice teachers explained, for examples, that they were weighing possibilities – the desire to succeed professionally, experiment, explore new prospects and implement new methods and ideas, vs. the desire to invest and set aside time for their homes and families (Maskit, 2006, 92-93).

Another study (Bate, 2010, 1052) revealed that novice teachers express interest in innovations and innovative technologies in teaching, but their employment of, and experience with those innovations might be inactive during their early years of teaching. Novice teachers who were interviewed for this study expressed positive views and high degrees of confidence in employing innovative technological means. Yet throughout their first three years of work, their experience with employing those means was either inactive or moderate and reserved. None of them employed the information and communication means in ways that corresponded with their pedagogical beliefs on the issue. The novice teachers were facing limitations and intricacies associated with integrating those new technologies, which resulted in lack of creativity while employing them. In terms of personal limitations, novice teachers felt they possessed the confidence and technological knowledge to effectively integrate ICT, but lacked the necessary technological depth to improve and support pedagogical thinking processes (Bate, 2010, 1052). In terms of institutional limitations, it was revealed that schools were lacking access to ICT infrastructure and their principals had not developed any school culture which would be compatible for innovation implementation. Consequently, the novice teachers were having trouble creatively employing ICT toward student-focused learning. In many of the cases examined, even the most enthusiastic novice teachers could not creatively employ ICT through the small number of computers in their classrooms. In cases where there was a computer laboratory at the school, the novice teachers had to fight for laboratory access (Bate, 2010, 1054). Plus, novice teachers were having trouble coping with the deeply ingrained system-related and structural limitations, in thinking of schools' role and purpose. The digital generation has access to a massive library of accessible knowledge through the World Wide Web, which is conducive to sharing of documents, knowledge and understanding. Yet within the school, no proper conditions and infrastructures for ICT implementation have yet been materialized. Hence, novice teachers have not been provided with proper technical support in situations where the infrastructure was not sound. For that reason, they were feeling that employing the

innovative means had not fulfilled the function of facilitating learning (Bate, 2010, 1055-1057).

Another study which was conducted among novice teachers (Davies, Howe, & McMahon, 2004, 2-3) revealed that those teachers are capable of encouraging students to express their creative ideas, share new ones and engage in brainstorming as to how things may be done differently. However, novice teachers indicated the negative effect of overload on creativity and the concern that they were becoming anti-creative. Thus, some of them expressed insecurity of their creativity. As students training to be teachers, novice teachers did not always gain wide experience as creative learners. That study concluded that novice teachers' creativity tends to be limited at the beginning of the instruction program. Therefore, it is necessary to develop tools and modes to challenge those initial views of creativity, as well as to facilitate them in development an understanding of teaching elements to creativity. In other studies (Tan & Majid, 2011, 174), it was argued that novice teachers may be less creative, compared to more experienced ones. Experienced teachers may implement diverse, creative instruction strategies, while novice teachers' strategies may be more limited. That apparently may be attributed to the fact that experience enhances a teacher's expertise and creativity. Meanwhile, a person who doubts her or his abilities may lessen the efforts to be creative, or cease attempting. All the more so, sometimes, instruction assessment criteria for novice teachers do not include nurturing critical and creative thinking (Tan & Majid, 2011, 178-179).

To sum up, beginning teachers are likely to contribute to management of innovative projects and to conducting changes and innovations within the organization, though they may face difficulties. The penetration of changes and innovations into an educational organization, which is characterized by stability and conservativeness, compel that type of systems to penetrate new energies for streamlining, while exploiting the existing internal resources (Maskit, 2006, 74). In recent years, we have witnessed an interest phenomenon, where many talented people who worked in hi-tech, decide to leave, beginning to act on behalf of society by going into teaching.

Those teachers, formerly hi-tech employees are supported by various educational institutions, earning the school system's trust, allowing them to learn from the senior teachers, and providing them with proper employment conditions (Kropsky, 2017, 10). There are indeed studies indicating that novice teachers tend to integrate technological innovations into the curricula and classwork. A recent research, for instance, indicated that all novice teachers who participated in the study employ a wide variety of new technological applications, mainly for structured learning approaches. Some of the novice teachers created more opportunities to employ technological applications toward student-focused learning. The research revealed that teachers' mentors were an important motive for novice teachers who begin employ technological innovations under their tutelage, but the novice teachers' field experience was the most crucial cause influencing their present practice (Tondeur, Roblin, Braak, Van-Voogt, & Prestridge, 2017, 157).

In conclusion, this chapter's goal was to review project management and innovativeness in education. The theoretical review reveals the importance and need for project management and innovativeness nurturing in education. Many teachers possess the ability to lead innovative projects and encourage innovations and creative initiatives. However, teachers, and novice, inexperienced teachers in particular, need guidance and a supportive, tolerant setting, where they will be permitted to nurture their ideas. In order for teachers to succeed in nurturing professional learning while implementing innovations, the school system and school administration are to provide the teachers with the conditions necessary for teachers' learning. They are to remove factors inhibiting innovative diffusion by assisting innovativeness-promoting teachers at school, receiving consultation from educational and organizational experts, planning proper schedules for teachers so as to organize learning processes, conducting experiments and observations within learning groups, providing fiscal support and other incentives to teachers who demonstrate willingness to learn, innovate, initiate

effective changes, grow professionally and promote decisions nurturing decentralized leadership within the school (Butkevica & Zobena, 2017, 60).

Finally, paper's limitations are noteworthy. The theoretical approach implemented might result in finding bias and lack of objectivity, because of its subjectivity. As part of the analysis method, several references were cited, while it is known that various researchers address similar matters from different, contradictory at times, points of view, which may result in bias. Additionally, this work was done by a single researcher. Hence, it is likely that certain aspects were not expressed in it. Thus, it is suggested to continue exploring the insights yielded by this paper, while implementing objective research methods, such as quantitative researches, which involve distribution of self-report questionnaires to teachers and novice teachers, who engage in project management and innovativeness in education. Within that framework, it may be possible to enhance the understanding concerning techniques, practices and other innovations through which the school systems and the teachers who lead it act, presently, to promote innovativeness in education. Plus, it is suggested that future works will include qualitative data analysis, such as observing teachers and novice teachers engaging in real-time classroom innovativeness project management. Such observations may shed light on the wide range of project management and classroom innovativeness promotion techniques, as well as to further specify their effectiveness. Also, it is suggested to further study other mediating variables, which may be related to the effectiveness of innovative project management in education by the teacher, and particularly by the novice teachers. For instance, to explore and identify qualities that are necessary for the position according to Big Five Personality Traits, as well as management styles promoting the field of project management and innovativeness in education, thereby yielding new insights.

1.2 Self-Management in Education

Until the final quarter of the 20th century, central management of the school system was given a greater extent of preference. The centralized management is based upon hierarchical, authoritative management models. Starting in the 1960's criticism has been voiced toward centralization processes in education management. The criticism argued that such type of management results in establishing bureaucratic mechanisms and organizational giants. Those centralized mechanisms induced a growing sense of awkwardness, lack of control and organization inefficiency. The second component of criticism on centralized management in education mainly consisted of the argument according to which centralization and hierarchy suppresses any initiative and creativity on the school system employees' part, causing concern that the schools' capacity of achieving their goal in the field of education (Volansky & Friedman, 2003, pp. 11-12).

Starting in the 1970's, the school system began promoting the education management field, in order to moderate centralization within the system, and pass down educational and organizational responsibilities from the headquarters to the schools and teaching professionals. Among other things, this policy involved promotion of autonomy in education projects, encouragement of local educational enterprises, and promotion of teaching professionals' involvement in education management (Winniger, 2017; p.). School-based management (SBM) at schools is manifested by decentralized responsibilities for certain aspects of the school, pertaining to the curricula, teaching methods, organizational resources, teaching staff management within the organization, etc. (Khalid & Abu-Romi, 2013 ; pp. 192-193). SMB is viewed as effective management, which may be of positive influence on school's performance (Santibaneza, Abreu-Lastra, & O'Donoghue, 2014, p. 97). SMB refers to schools as an organizational framework, and, among other things, to teachers' activity within that framework, including novice teachers. This paper shall address the topic of education management, focusing upon school-based management and its types, as well as modes of supervision in education.

1.2.1 School-Based Management: Fundamentals

The research literature offers several definitions to the term "school-based management". The common definition of the term describes it as decentralization of responsibility assumed in certain aspects within the school, associated with the curricula, teaching methods, organizational resources, people within the organization and responsibility.

As opposed to the traditional school, which is managed by the government, a school implementing SBM relies upon a managerial theory, adopting a systematic organizational structure, viewing the school environment as a structure allowing individuals to naturally grow and develop. School implementing SBM tend to make decisions in collaboration with teachers and parents, so as to establish goals and methods, which will facilitate achieving school's objectives. This involvement allows individuals with unique ambitions to assume more responsibility for their fate (Khalid & Abu-Romi, pp. 192-193). According to the Israeli model, implementing SBM means a transition from an external control locus to an internal control locus. School employing SBM, according to the Ministry of Education's definition is a school benefitting from maximum flexibility in utilizing the ensemble of available resources, in order to improve and promote its pedagogical achievements (The Ministry of Education, "School-Based Management" in the Israeli School System: Historical Development, no date, p. 2).

As implied by the definitions to the term, the foundation of school-based management is authority and autonomy decentralization of responsibilities and autonomy consists of four key dimensions. First, scope of decentralization, namely, are responsibilities divided in a few areas only, or almost in every possible area. Second, decentralization's degree by four different levels; passing down authority to enforce rules and regulation, but being unable to establish them, passing down responsibility and authority for decision making and budget management, alongside with the obligation to report to the central government, authority delegation to establish and

execute policy, while providing little accounts, and privatization, which passes responsibility from the public sector to private organizations, as in the case of private schools, which are fully or partially financed by the Ministry of Education. The third dimension is decentralization's location, namely, the places where ministries bearing the authority to make and execute decisions operate, such as districts, cities, settlements and in the specific context of education, a single school as well. The fourth dimension is the authorities delegated, which functions of the ministry's range of functions are delegated the authority. For example, teacher's hiring and dismissal, establishment of school, curricula and exams, budgets etc. (Shahar & Magen-Nagar, 2010; pp. 245-246).

The management perception of BSM schools, is based upon six main elements, which comprise a comprehensive system view, as appearing in CEO Circular 2014/2015/1b (2014); internal locus of control, authority delegation and empowerment, school as a learning organization, responsibility, commitment, accountability, developing school's relations with the environment and community, and rational resource management. Those mechanisms apply both to school's organizational and pedagogical aspects, such as development and implementation of unique enrichment programs, flexibility in teaching hour allocation and learners groups' composition, operating internal learning structures and adapting an outcome-oriented approach, and to economic aspects, such as budget planning and recruiting resources of various bodies so as to strengthen the school and its foundations (Winniger, 2017; pp. 2-3).

The first element, internal locus of control, refers to the school's operating as a decision making center, establishing its educational vision and world outlook, from which it derives goals and values, identifying and defining needs, allocating the proper resources to those needs, deciding upon the way they will be utilized for the purpose of organization promotion, and in favor of the students. In order to fulfill that, pedagogical flexibility which manifests itself, for instance in the way teaching hours are allocated, autonomy in developing unique enrichment programs, as well as in flexibility concerning various issues and the conditions which school may induce, in

adapting teaching methods to learning style, developing of learning environment and hiring teaching professionals who will assist poorly-achieving students (Winniger, 2017, p. 10).

The second element, namely, authority delegation and empowerment involves processes within the school aimed at empowering the principal and the teachers, who are responsible for planning, decision making processes and educational outcomes. In the school-based management, the school adopts a decentralized, inclusive and empowering approach, where the teaching staff possesses authority and a defined flexibility scope which allows the fulfillment to promoting organization's goals. The tools to implement this element are authority delegation to teachers at the school, budget-related flexibility toward school's work team, in favor of continuous work and development work, educational enterprises encouragement, and an empowering management of personnel (Winniger, 2017, p. 10).

The third element, the school as a learning organization implies maintaining an internal learning system, constituting a foundation for professional, personal and organizational development. The tools for its implementations include maintaining internal learning structures, giving training programs for personal development, in correspondence to school's goals, maintaining a school support system, attendance and teachers' guidance, as well as allocating resources for teaching development and nurturing a proper physical and learning environment (Winniger, 2017, p. 10).

The fourth element, responsibility, commitment and accountability implies that the school reduces the gap between authority and responsibility, emphasizing the school's responsibility for achieving its goal and good governance. The tools serving to implement this element's principles include adaptation of an outcome-oriented approach, employing assessment and surveillance, employing decision making processes based upon feedback and data, and work plan approval in the presence of a school supervision committee (Winniger, 2017, p. 10).

The fifth element, namely, development of school's relation with the environment and community involves the school's operating as an open system, that is aware of the local culture, the population and the environment in which it operates. Additionally, it entails the school's attentiveness to community's needs and school's potential even off its ground. The tools utilized to this element's implementation is a consolidation of a school community and intra-school structures, which will promote a dialogue with the community, positioning the school as an educational center within the environment where it operates, nurturing partnerships and enterprises with parties within the communities, as well as resource recruitment, such as donations and incomes from enterprises with the community, in order to enhance school's economic firmness (Winniger, 2017, p. 11).

Finally, the sixth element, rational resource management, implies that the school plans and manages its own resources in a way that will optimally promote its goals. The rules for properly practicing the element are budget establishment, as well as resource identification and polling, budget planning which reflects the priorities in the school's work plan, saving and efficiency in the organizational conduct, monitoring and control of the educational and organizational processes, relying upon performance reports and periodical financial reports, for decision making, alterations, adaptations, as well as resource recruitment and incomes through partnerships with parties within the community (Winniger, 2017, p. 11).

1.2.2 School-based Management: Types

Schools' management may be placed on a scale, where one end school acts as a traditional-bureaucratic body, which is not managed independently. Such a school is usually managed by bureaucracy-based organizational rules, with a hierarchy of authorities. Within this framework, the code of conduct is clear to the teachers, the division of responsibilities and specialization are clear, and so is the external monitoring of various administrative matters, and the fulfillment of any instruction. In

a traditional school, the decisions concerning a "decent performance" of an instruction are made at the top of school's hierarchy and are translated into rules and procedures. Within that management's framework, the teachers are expected to execute decisions related to their profession, in the making of which, they were not involved. A school-based management, however, is supposed to develop its priorities, goals, modes of achieving thereof independently. Such a school involves the teachers and the parents in the decision making processes. Since an SBM school is responsible for the budget which will facilitate the fulfillment of its decision, as well as personnel and resources recruitment, it is expected that its organizational culture will be characterized by initiative, striving for innovations and challenges, independent activity and involvement, appreciation and tolerance (Shahar & Magen-Nagar, 2010; pp. 246-247).

On the other extreme of school management, one may find the private schools which operate on a school-based management basis. Those schools are usually established through a franchise by parents or other parties, such as churches and teachers' groups, in order to run a school based on an alternative educational vision, which is not present in the school system. Those schools respond to certain groups of students, with their unique needs, while attaining an educational autonomy within the school. For the most part, the private schools reflect a certain background and perception, characterizing the school's curriculum by a specific culture, which fits a specific population (Howes, 2011, pp. 10-11).

To sum up, Independent schools are organizations with a varying degree of decentralization of authority and responsibility for decision making as for resource allocation within a central framework of goals, policy, curricula, standards and budgets. The resources are widely defined to include a staff, services, infrastructures etc., in a way reflecting the local priorities. Independent schools maintain a high degree of authority decentralization and autonomy. However, the autonomy is not full, but rather, in line with the structure centrally dictated to them (Caldwell, 2013, p. 2).

1.2.3 School-based Management: Teaching Staff Management

Generally, since there are various school-based management models, the decision making processes as for teaching staff management may vary from one school to another. The establishment of principals' control in relation to the teaching staff and everything else in general, depend upon the characteristics present at any school. In Britain, for instance, there are SBM school with a wide range of interpretation as for SMB implementation and personal style of school and staff management, locally and personally. As for personnel handling, at times, it may be difficult to include an SMB aspect in terms of teacher recruitment and dismissal in countries where there are strong teachers' unions (Greenstein & Gibton, 2011, p. 15).

Nevertheless, the essence of school-based management in education may be manifested in selection and hiring of the teaching staff at school. In some cases, teacher recruitment will be conducted in a collaborative, democratic manner; for example, by a committee whose responsibility is personnel recruitment. Such a committee leads and monitors the employment process of professional personnel and education professionals. The committee might consist of the school principal, parents and other staff members. The committee outlines the position's requirements, and type of necessary experience, skills and personality for a given position. The criteria for teacher employment may vary from a one SBM school to another. Yet, usually, there are emphases for admission requirements, such as personality and qualities, recommendations or previous experience. In some cases, staff members come with education experience. Others were themselves students at SBM school, such as democratic schools. However, within school-base management's framework, though experience plays an important role, it is not the key criteria for staff hiring. Thus, for instance, within school-based management, principals may hire candidates who arouse their enthusiasm in a field which they have not considered before. The new teacher hiring process at a school-based management may involve training by mentors. New teachers who come from teachers' seminaries often do not understanding the essence of education in practice. They enter the classroom and do not know how to act and

what to do. In such cases, senior teachers are paired with the new teachers for a while in order to assist them to stand on their own feet, so to speak, and to stop them from despair. Furthermore, those teacher may receive professional training through professional study courses, addressing different topics each time. This mode, which involves an intensive, thorough learning, yields a strong, serious group who leads the school. In some of the initiatives, such as in the private ones, the staff selection and hiring process may involve teachers who are integrated in the professional staff. Those parents, who teach at the school, are often experienced in understanding the independent, democratic mode. Their hiring constitutes a mutual solution both for parents who cannot afford to pay the tuition, or those who are interested in career change, and for the SBM school, which is in need of personnel (Howes, 2011, pp. 26-27).

The essence of the trend of conducting a managerial autonomy at the school also involves management, controlling and handling the teaching staff, including new teachers. When the school transitions to SBM, a trend of professional changes, which are desired in terms of the management style begins to develop. The scope of teaching staff's involvement in, and responsibility for whatever occurs at the school, etc. Such changes may influence the teaching staff (Shahar & Magen-Nagar, 2010, p. 263). Management is practiced through involving the teaching staff in decision making processes, in establishing goals and priorities, and implementing work plans, in a way binding the principal to provide the staff with the optimal conditions for success. Responsibilities are not only delegated to the schools by the authorities, but also by the principal to the teaching staff. Hence, each class teacher manages a classroom, who possesses a budget for his own classroom; each coordinator manages a budgeted field (The Ministry of Education, School-Based Management Policy; A Document of Agreement, no date).

A research exploring the essence of school-based management according to teachers' views (Shahar & Magen-Nagar, 2010, p. 243), indicated that at SMB schools, teachers perceived autonomy and satisfaction as different than those which were

perceived by teacher at non-Independent schools. Additionally, it was revealed that the perceived autonomy and satisfaction among teachers at Independent schools were firmly related to the management style, but such a relationship was not found at non-SBM school. This study (ibid.) revealed that although there are difficulties in the transition to school-based management and, the latter difficulties manifest themselves at SMB schools, by principals' professional behavior, in the teachers' sense of autonomy and satisfaction with their work at school. Thus, teachers at Independent schools perceive themselves as more involved in decision making at the school as an organization. Also, they perceive principal's style as more democratic and report a higher satisfaction, compared to teachers at non-Independent schools. Principals' staff management style at Independent schools, which is characterized by decentralization of authorities and involvement of teachers in school decisions beyond their professional expertise, constituting a key factor explicating the teachers' sense of autonomy and satisfaction with work. Those findings correspond to the perception according to when teachers limit their focus only to the classroom territory, they will not feel responsible for any school processes. Plus, while at schools where teachers are managed within an SMB structure, teachers refer to involvement in organizational decision making, and decisions to be made beyond their field of expertise as a component of autonomy, at non-Independent schools, the teachers sense some degree of autonomy when they are involved in making decision concerning classroom instruction and their area of work (Shahar & Magen-Nagar, 2010; pp. 206-262).

Another research which has been conducted in recent years (Khalid & Abu-Romi, 2016; p. 191) also indicated the satisfactions of teachers who are employed by schools experienced in SBM. This research compared schools with SBM experience, schools beginning to implement SBM and schools who do not implement SBM, within the Arab sector. This research's findings suggested perceived improvements in pedagogy, organizational structure and involvement in decision making at the schools experienced with SBM, as opposed to the other school types. Teachers who are employed by schools experienced in SBM reported of the highest levels of satisfaction,

while teachers employed by schools who do not implement SMB reported the lowest levels of satisfaction. It was revealed that the dimension influencing teachers' satisfaction most was their involvement in decision making processes.

Another study (Wylie, 2011; p. 17), which examined the effect of school-based management on the teaching staff's views, indicated several significant changes related to the collaborative school culture. This research revealed that the degree of collaboration among teachers had been higher since the reform. The teachers felt to a greater extent that they were granted time to work together in order to discuss and plan their work. The teachers felt to a greater extent that they were sharing ideas for improving students' performance (from 14% prior to the reform, to 37% afterward), and that decent processes involving group decisions and problem solving were occurring (from 52% prior to the reform to 69% afterward). Plus, it was found that an improvement occurred in perceived training quality among new teachers (from 26% prior to the reform, to 43% afterward). It was revealed that teachers felt that the objectives pertaining to students' achievement were more useful (from 19% prior to the reform to 41% afterward). The teachers felt a greater degree of support in risk-taking and innovativeness in instruction (from 18% prior to the reform to 41% afterward). The teachers also experienced a positive change in regarding to the support through issues pertaining to teaching (from 20% prior to the reform to 40% afterward). Additionally, the teachers reported leadership skills development among teachers (from 10% prior to the reform to 32% afterward). New teachers reported of high satisfaction at work following the reform. Fifty percent (50%) of them reported they enjoyed their work, while prior to the reform, only 37% reported so. Eighty six percent (86%) indicated their morale was good, comparing to 68% prior to the reform. Some teachers also reported a sense of fairness in relation to work load, as well as of the ability to manage the work despite the tension and burden.

Hence, apparently at Independent schools, the teachers report of a greater degree of satisfaction with their work, as they enjoy autonomy, due to involvement in management-related decision. The latter grants them a sense of responsibility, as well

as a feeling that they work in a decentralized organizational structure. However, perhaps the positive influence on the teachers is stronger in the early stages of transition to SMB, and as the process progresses, the teachers feel less satisfied. Hence, the degree of satisfaction is greater only at the beginning of the reform, because teachers who are employed by a SBM bear a greater responsibility for occurrence at the school as a whole. This sensation induces a greater burden than they had to bear prior to embarking on the reform. Furthermore, an SBM system intensifies the competition among the teaching staff members, because of their involvement in the school-related decisions, in a way which may result in conflicts (Khalid & Abu-Romi, 2016, p. 197).

From school principals' point of view, examining the implementation of school-based management approach indicates of slightly different findings. Kiesel (2011, p. 1) argues that in spite of the pretensions associated with SMB proceedings, in practice, its outcome may be a limiting of school's independence, since he believes the proceeding involving delegating a greater responsibility on the principal and the school staff according to the new SBM approach, entailing the limiting of the principal's and staff's responsibilities for budget-related matters, which are imposed on them by the Ministry of Education, in educational matters; for example, in the curricula dictated by the Ministry of Education's superintendent, and in administrative matters as well, since the school's activities are subordinated to a steering committee, consisting, among other of local authorities and worker committee delegations. The practical meaning of some of the schools' SBM programs suggests that the administration is subordinated to two parties; both the Ministry of Education, namely, the supervising parties which suffocate him anyway, and the steering committee, whose composition the SBM school does not even determine, by imposed on it by the Ministry of Education. Those committees usually consist of partners who clip the principal's wings, limiting his scope of action, such as the local authorities and parents' delegates.

Similar insights were revealed by a research by Greenstein and Gibton (2011, p. 13). In a qualitative research conducted by the latter in principals of Independent schools, it

was found that principals perceived their areas of authority as focused and limited, and particularly as associated with external parties and dictated from above in advance. Additionally, in some cases it was revealed that many authorities, which were supposed to be passed to them but had not yet. Plus, some of the authorities were passed to them only partially, thereby stopping from establishing unequivocal definitions as for their areas of authority and responsibility within their schools' SBM framework. Furthermore, the researchers (Greenstein & Gibton, 2011, p. 33) found that principals of Independent schools somewhat disagree with areas where they do not have full authority. For instance, no control over teachers and staff members' recruitment and dismissal. Within a school-based management framework, principals are required to provide reports concerning teachers' progress, particularly concerning those teachers whom they are not interested in hiring.

1.2.4 School-based Management and Innovativeness in Education

Since Independent schools are responsible to implement their decisions and recruit personnel and resources, in terms of budget, they are expected to be characterized by initiative and striving for innovativeness, challenges and independent activity (Shahar & Magen-Nagar, 2010; p. 247). The theoretical literature addressing Independent schools refers to their core components as being associated with innovativeness, entrepreneurship and creativity in education. Establishing new schools and transforming existing schools expands the variety of schools, as well as the prospects of choice on the students', parents' and teachers' part. Independent schools, particularly those franchised possess a greater degree of autonomy and flexibility than the traditional-bureaucratic schools. Market forces' influence, the former's autonomy and flexibility renders those school more innovative and of a higher quality than the traditional-bureaucratic schools. Their innovativeness is manifested by various aspects, such as instruction methods, curricula and organizational management. In the private schools' case, for instance, their degree of innovativeness may be particularly high, because those schools bear a high degree of responsibility, as organizations required to meet the requirements of parents and students, as the consumers, as well as

because of the burden of proof they bear, due to the time-limited contractual approval they receive by governmental bodies (Howes, 2011, p. 10). Another reason underlying Independent schools' innovativeness, is the fact that those organizations adopt self-financing principles, leading to competitiveness and commercialization, as a basic survival condition within the post-modern, competitive educational setting (Manea, 2015, p. 311).

Indeed, the research literature reveals that Independent schools know how to exploit their management in order to present changes and innovations in the curricula and its instruction (Robertson, Wohlstetter, & Mohrman, 1995; p. 375). For example, they succeed in re-organizing the curricula as an innovative act necessary within a post-modern school system (Manea, 2015; p. 311). Organization based management structures follow conditions promoting a high degree of involvement, such as power decentralization, knowledge and skills, information and rewards. Those conditions, combined with a proper training and leadership system, facilitate the implementation of new curricula and educational innovations. Data collected from schools in various regions supported the assumption that reform and innovations occur in higher degrees the more supportive conditions are available at Independent schools (Robertson et al., 1995; p. 375). Additionally, organization-based management structures are skilled in adopting innovativeness, assimilating it into the school and its systems. Since those schools act to guarantee high results, they identify the ultimate innovations, and ensure their distribution. For example, adopting the use of advanced technological means, such as a tablet, although sometimes those innovations fail because they do not meet school's needs (Caldwell, 2013, p. 8).

Innovativeness at Independent schools is also manifested by the actions taken by the educational staff as well. An employee's professional autonomy means that the position he serves allows him significant independence and judgment in work planning and decision making. A highly autonomous employee acts independently, initiates new actions and feels free to alter existing modes of action and work, to fit the evolving conditions and circumstances (Shahar & Magen-Nagar, 2010; p. 247).

For instance, teachers who initiate the development of completely innovative curricula, or take initiative by proposing topics to be addressed in their study course, in correspondence to the school's requirement (Shahar & Magen-Nagar, 2010; p. 253). The combination of autonomy and responsibility, contributing to innovativeness at school, results in positive influences on the school system as a whole, through the improvement in students' achievements, increasing parents' and students' satisfaction, as well as the teachers' sense of fulfillment, inducing a competitive educational setting, which compels the school to keep on improving (Howes, 2011; p. 10).

1.2.5 Monitoring the Educational Process and Quality of Outputs in School-Based Management

Apparently, SMB schools offer the principals flexibility in many aspects within the school's life. However, school-based management is characterized by monitoring mechanisms, reporting and obligation to provide accounts concerning processes and outcomes at school (Greenstein & Gibton, 2011; p. 33). Upon transitioning to school-based management, all local authorities are required to formulate a "book of procedures" for independent schools. This book specifies the principles, rules and work procedures for school's conduct with the local authority, and with the general supervision provided to Independent schools. The operational model of Independent schools addresses parameters as conduct relating to school-based management account, further paid use of school facilities, receiving donations, hiring administrative personnel and pedagogical assistants, implementing an additional curriculum, establishing an aid infrastructure for the school through an authority-based corporation, as well as procedures related to monitoring, control and transparency (Winniger, 2017; p. 3). The local authority is responsible for monitoring and controlling the financial management at Independent schools within its limits, including supervision and monitoring budget-related and operational conduct, as well as the continuous management of the school's independent bank account. Accordingly, the schools are required to submit financial reports for local authority's

monitoring and review (Winniger, 2017; p. 15). A school-based management administration operates within the Ministry of Education, continuously monitoring the school-based management bodies. In cases where it has been found that any given body has not acted as required, the Ministry of Education is permitted to initiate proceedings against it, such as budget delay for local authorities, fiscal delay (additional funds) or deduction of additional funds for Independent schools. In extreme cases, it is decided upon withdrawing a local authority from school-based management (Winniger, 2017; p. 5).

At Independent schools, the approach toward monitoring and reporting system is more methodical, compared to non-Independent schools. This methodical approach, as revealed by Greeinstein and Gibton's (2011; p. 33) research, is manifested by several aspects. For example, school-based management is characterized by clearer definitions of principals' authority concerning equipment purchase, school's financial balance and decisions concerning resource allocation. Principals of Independent schools are required to obtain fewer approvals for various expanses. Plus, SMB schools are required to demonstrate full transparency, as well as a meticulous budget management, constituting a monitoring process in itself. This fact is particularly apparent in the financial processes, and is prominent to a lesser extent in measurement and monitoring of educational outcomes. Thus, principals at Independent schools are able to present data related to the processes at school upon requests from external parties. Also, although principals of SMB schools are required to report of the financial processes, it facilitates their work. Furthermore, all principals of Independent schools are monitored in terms of their choice of professionals or suppliers and external companies, by presenting a tender-like process. In other words, principals of Independent schools are under supervision, but eventually, the choice is in their hands. Another aspect of reporting mechanisms and obligation to provide accounts concerning processes and outcomes at the school is manifested by the principals' relationship with the parents. Principals of Independent schools possess a decent ability to cope with parents as critiques. Principals of Independent schools feel

confidence facing the parents' requirements and demands. The control over the budget, the knowledge regarding the sources of money and its mode of allocation allow the principals to provide the parents with clearer responses, rather than acting as mere "rubber stamp" transferring funds.

The monitoring of processes at Independent schools also occurs at the context of the educational-pedagogical processes, including quality control of the products and performance. The concept of school-based management aims at improving students' achievements. Hence, higher performance is expected, and quality control of the products is necessary. Any SBM school comprises a unique combination of students' needs, areas of interests, skills, ambitions and desires, which characterize a particular community. The local ability to make decisions and strategically adapt the resources is supposed to guarantee the best outcomes for the students (Caldwell, 2013; p. 6).

Schools' independent management is reflected in decentralization of responsibility for areas also related both to curricula and instruction contents, as well as to instruction methods (Khalid & Abu-Romi, 2016; pp. 192-193). Hence, within school-based management's framework, an internal self-monitoring occurs on a continuous basis over the educational processes, precisely because of the collective decision-making. In many cases, the staff makes a decision in a group, or divided into smaller groups, in fundamental and routine matters related with the school's management and operation, in the administrative and pedagogic matters. The joint thinking, in groups, contributes to the proposition of highly powerful solutions, which are less likely to be devised by individuals within the organization. Those joint planning forums are associated with a higher degree of formative evaluation's quality and organization's effectiveness (Friedman, 2010; p. 9). Plus, processes of assessment and monitoring of the teachers' quality are conducted within the organization, so as to enhance the quality of instruction and the staff. The school-based management perception is oriented toward methodical assessment and monitoring of the instruction staff's quality, including the development of teachers' professional careers by establishing training and development systems. The teachers are assessed, for

example, by parameters as such as seniority and years of experience at work, courses and teaching programs, peer review, and their students' performance. Additionally, salary/reward programs are integrated, serving as an incentive for teachers to enhance their students' performance (Echavarri & Peraza, 2017; p. 6).

The monitoring of educational processes at Independent schools also occurs externally, on behalf of the state. Since there is a wide range of interpretation as for the school's independent management in correspondence to its characteristics, as far as the curricula is concerned, the emphasis is placed upon external assessing parties, which limit and control schools' authorities in that respect (Greenstein & Gibton, 2011; p. 15). In other words, the quality of products is supervised and controlled by state-appointed parties, since the state tends to determine the contents to be taught, what is to be achieved, and what steps are to be taken in order to reduce the gaps. As to how the state-determined objectives, a trend of expanding SBM school's authorities has become apparent. Hence, the independent management perception allows the state to establish the values and national goals through the curricula and by monitoring achievements and products' quality, as well as setting the school free from continuous, bureaucratic management, and allowing the SBM school freedom of action (Volansky & Friedman, 2003; pp. 14-15). In most cases, the Ministry of Education determines the strategy, and assesses the performance of subunits, local education authorities and the schools. It sets them performance objectives, examining them by those objectives, rewarding them accordingly. The schools are granted independent managerial judgment as for the way resources will be utilized. They are to make decisions in relation to the curriculum, such as allocation of time, textbooks, and flexibility of curricula in the various subjects. Plus, they are to establish performance objectives, monitor teachers' performance and school's student admission policy (Volensky & Friedman, 2013; p. 21).

To sum up this section, the processes of feedback, control and supervision of products' quality are highly importance processes on the key processes' continuum at the SMB school. Those processes address questions, such as "In what way, and where

does the school progress with its work?"; "Does it achieve its goals?"; "Is altering things related to organization's behavior necessary?" (Volensky & Friedman, 2003; p. 64). Granting broad authorities to an SBM school, both in the budget aspect and the pedagogical-educational aspect involves monitoring, control and reporting processes. The burden of proof is on the principal of an SBM school. He is required to report to his superiors on his pedagogical achievements and fiscal conduct. Thus, he is to present references to his successes and the school's achievements (Ministry of Education, School-based Management Policy, Document of Agreements, not dated). Furthermore, since the SBM-school aims at parents' and community's involvement and collaboration. Those constitute another party monitoring the educational processes and products. Parents' and community's involvement renders the educational goals and the educational priorities on order of business, for instance, in terms of review lessons, reducing student dropout rates, reducing teachers' absenteeism rate, passing final exams, etc. (Kozuka, Sawada, & Todo, 2016; pp. 1, 13).

However, in spite of the existing control over the educational processes and products' quality at Independent schools, apparently they still have a long way ahead of them. According to Friedman (2010; p. 2), SMB schools should act to a greater extent toward professionalizing the staff and management by offering them study and enrichment courses and training in order to enhance teaching quality, as well as toward fulfilling and enhancing students' skills and their performance. Yet, Independent schools are still lacking professionalization in management, monitoring and formative assessment processes. Friedman (2010; p. 2) argues that Independent schools are to enhance internal feedback processes, which consist of the following stages; planning, finding and evidence collection, learning, analysis and understanding of findings, response and assessment the process as a whole, and findings as well. In other words, a focused formative assessment should be conducted at those schools, in order to enhance the school's academic and social processes and outcomes. Within the framework of accountability on SMB schools' part, the organization is to report of its performance and achievement, as well as to demonstrate responsibility for failures or

unsatisfactory achievements. Independent schools are to present a more apparent so-called compensating value, which will manifest itself in demonstrating students' enhanced learning and achievements (Friedman, 2010; p. 5).

In summary, the chapter's purpose was to review the management in education area, exploring the school-based management and monitoring in that category of education. The significance of school-based management is the expansion of authorities in managing school personnel and staff. In school-based management, a principal may select his teachers. He may make a decision about granting tenure, assigning teaches to various committees and delegating authorities to them, instigate dismissals. Such a principal possesses a higher degree of managerial authority than a school principal who lacks those means (Ministry of Education, School-based Management, Document of Agreements, not dated). Still, the perceptions and feelings of principals and teachers at Independent schools may be mixed. For instance, they may feel their areas of authorities are limited and too specific, or that they have been granted only partial authorities (Greenstein & Gibton, 2011; p. 13). The teachers, meanwhile, may report greater satisfaction with they job, because they benefit from a greater degree of autonomy and involvement in managerial decisions (Khalid & Abu-Romi, 2016; p. 197). They may experience positive changes in their work, resulting from the policy supporting collaborative work, and cooperation between the teachers (Wylie, 2011; p. 18). On the other hand, the further the process continues, the teachers may feel less satisfied, mostly because of the great responsibility in their hands as for any occurrences at the school. Furthermore, the school-based management system may intensify the competition among the staff members and cause conflicts due to involvement in managerial decisions (Khalid & Abu-Romi, 2016; p. 197).

This review also implies the importance and need in education management and nurturing self-monitoring at Independent schools. School-based management is still under transformation and development processes. A new perspective of school-based

management indicates the need to perceive it as yielding higher academic achievements, as well as the need to assess the school on the basis of enhanced academic achievement, school's culture and climate, students' and teachers' satisfaction, enhancing school's management and modes of operation, and wise utilization of available resources, so as to achieve organization's goals (Friedman, 2010; p. 1).

Finally, some limitations are noteworthy. The theoretical research approach implemented may result in finding bias and lack of objectivity. Within the analysis method's framework, several sources of information were cited, while it is known that different researchers address similar matters from different, sometimes contradictory viewpoints, which may result in a bias. Additionally, this paper was written by a single researcher. Hence, certain aspects may not have been expressed in it. For that reason, it is suggested to continue exploring the insights yielded by this paper, while implementing objective research methods, such as quantitative researches, such as distribution of self-report questionnaires to principals, teachers and novice teachers who are involved in education management and monitoring the educational process at SMB schools. Within this framework, it may be possible to attempt enhancing the understanding concerning techniques, practices and other innovations, by means of which the school system and the teachers who lead it presently act toward promotion of school-based management, assessment and monitoring of the educational process within the framework thereof. Plus, it is suggested that future works integrate qualitative data analysis, for example conducting real-time observations of principals, teachers and novice teachers as persons monitoring the educational processes within the classroom and the SMB schools. Conducting that type of observations may shed light on the wide range of education management technique within a classroom at an independently managed school. Furthermore, additional mediating variables, which may be related to effectiveness of management in education by the principal of an independently managed school, the teachers and the novice teacher in particular, should be studied further; for example, identify qualities required for the position,

based upon the Big Five Personality Traits, explore management styles promoting the independent education management field, as well as the monitoring of educational processes, thereby yielding new insights.

1.3 Work Characteristics and Difficulties of New Teachers

Teaching is one of a few professions in which beginners have similar responsibilities to experienced peers. New teachers are expected to perform teaching tasks as well as deal with a variety of other aspects of being a teacher as supervision, communication with parents, writing diplomas and more. In view of these responsibilities and complexities it is understood why many novice teachers fear that if they seek help, they will be perceived as failures (Le Cornu, 2009).

The struggle of new teachers starts during their first year of instruction. Some of them succumb to the pressure and burnout, with some even decide to abandon teaching as a career option (Young, Bullough, Draper, Smith & Erickson, 2005). The difficulties faced by novice teachers are numerous, so that their ability to "survive" and cope with conflicts is crucial for their development as teachers (Fry, 2007).

Some researchers argue that teachers' developmental path is continuous and linear. However, most agree that during their first year in teaching teachers develop mostly through survival. The first years of teaching have long-term implications on future teaching effectiveness, job satisfaction, and career length. These researchers also recognize that teachers' early years experiences are influenced by the culture of teaching profession, the nature of the work of the teacher, the characteristics of the school and its associated bodies, and the characteristics of the communities in which the schools are located and operate. While these factors may change, teachers are influenced by their own will, their professional preferences, their actions, their relationship with the relevant stake holders, and their attitude toward conflicts and difficulties (Fry, 2007).

Many novice teachers report a lack of ability to cope, and describe a sense of isolation, frustration, anxiety, despair and helplessness against the demands of the profession. Teachers may perceive their first year of instruction as negative due to unrealistic expectations and beliefs about themselves, or, alternatively, unrealistic expectations of school principals. Specifically, during the early years of teaching, many teachers have doubts about career choice. Ostensibly regardless of the quality of their training program, the duration of their adjustment or adaptation to the profession, conflicts and difficulties will appear due to the complex reality of the students' and the system's demands. The responsibility of being a professional educator can actually be daunting to a novice teacher who has to simultaneously present herself as a professional while at the same time be involved in an acclimatization processes (Young et al, 2005).

The complexity and workloads of teachers were addressed by Ball and Forzani (2009) based on several factors: high expectations from society versus low social recognition; increasing responsibilities to students' parents who are also policy makers; pedagogical changes implemented in school aiming to increase the pace of study; increased need for technological capabilities; wide diversity of students in terms of learning level, origin, values and more. While these factors are relevant to all teachers, they pose a greater pressure on novice teachers, as new teachers face the same difficulties as a more experienced teacher but without the required experience. Dick, Parker, Marsh, Kunter, Schmeck, and Leutner (2014) argue that most of the problems of novice teachers stem from a mismatch between their future expectations and their professional self-efficacy, which is related to stress and high demands on teaching.

As such, new teachers are at risk of leaving the profession, resentful about their numerous tasks and frustrated with the politics of the profession, inadequate resources, and inadequate support. The new teacher's resilience, which stems from personal belief and emotional ability, may be the key factor to help new teachers become more confident and more committed to their long-term work (Le Cornu, 2009).

1.3.1 New teachers' resilience

Expert teacher's description is based on two main elements: professional skills and characteristics and personal and other skills that contribute to the construction of their resilience, psychological well-being and efficiency. Resilience and personal belief are terms that describe similar dimensions of human behavior. According to which resilience can be thought of as one's ability to interact with her surroundings, primarily in times of distress. Le Cornu (2009) defined resilience as a human ability to cope, overcome, and even become stronger during experiences of distress. Because risk factors can contribute to mental distress, protective personality factors may mitigate the effects of distress. Mansfield, Beltman, Price & McConney (2012) suggested additional definitions to the concept of resilience of teachers. According to them teachers' resilience can be viewed as a quality that enables teachers to maintain their commitment to teaching and teaching methods despite challenging conditions; as an ability to overcome personal or environmental harm as well as an ability to mitigate stress and conflict without compromising mental well-being; as a productively use of energy aimed to achieve goals even under difficult conditions; and as one's ability to quickly, conveniently and efficiently recover and restore one strengths in face of adversity.

Risk factors for novice teachers include a range of stress factors these teachers might encounter during their early years in teaching, among which are exaggerated management expectations or unrealistic expectations of themselves in view of their vision about teaching, the gap between theory (e.g., what they learned during their years as students and during their training) and reality (e.g., what is done and they need to do in school), social isolation and lack of system support. New teachers will try to strengthen their resilience by fostering close and productive relationships with people who understand teachers' difficulties and offer useful insights to deal with such difficulties and strengthen their personal value (Le Cornu, 2009). In this work, I will try to deal with the emotional resilience of the new teachers, which stems from their perception of self-efficacy and self-esteem. A perception of self-efficacy refers to

people's beliefs about their ability to perform a certain action successfully. Therefore, resilience and belief in one's self-efficacy are related concepts. In fact, Benard (2004) suggested that self-efficacy is one of the characteristics of a flexible person, pointing that people with high levels of self-efficacy are highly emotional resilient.

As self-efficacy embodies a "positive" perspective regarding teachers' resilience, some suggested using the concept of incompetence instead (Bandura, 1993). However, as stated above, this concept is vague and lacks precise meaning, used often to describe one's inability or unwillingness to do something. Regarding teaching and teachers, incompetence is used to differentiate between teachers who know (or believe) they can face and meet the challenges they face and teachers who perform badly and do not share this belief. Accordingly, incompetence can be viewed as a negative and narrow interpretation of self-efficacy in light of one's perception about one's potential to successfully accomplish future tasks (Bandura, 1993).

It is argued that self-efficacy mediates between a person and this person's surroundings, between the task at hand and the skills necessary to do it. Bandura (1993) points out that one can examine a person's self-efficacy according to three dimensions: the challenge an individual believes he can face, the willingness of this individual to keep trying to achieve her goals, and the extent of inclusion of this individual's ability (e.g. to what extent it is appropriate and suitable for different actions and situations). Self-efficacy is based, among other things, on social learning. When one's interaction with one's surroundings produce positive feedback a high sense of competence develops within him.

According to social cognitive theory (Tait, 2008), teachers who do not expect to succeed with some students will invest less effort in preparing and delivering the material. These teachers will easily relinquish at the first sign of difficulty, even if they know that certain learning strategies can help these students. In this sense, personal beliefs and self-efficacy are in fact self-fulfilling expectancies in relation to the teacher's own inability and strength. The emotional resilience in this case will increase

when a teacher understands and feels that his teaching performance is effective and leads to success. On the other hand, resilience, viewed as one's belief in success, will decline when a teacher perceives his teaching skills as a failure, so he expects that he will fail in the future. (Tait, 2008). The teacher's sense of competence is examined in three areas: the task area, which relates to the teacher's ability to promote students' achievements, the relationship area, which expresses the teacher's ability to maintain good relationships with the surroundings, and the organization's area which relates to the teacher's ability to make decision regarding the organization (Tait, 2008).

Tschannen-Moran and Hoy (2007) noted that self-efficacy is a construct based on the perception of self-ability potential rather than actual perception of skill, so that a teacher's (self) perception of her ability may differ an external assessment of her teaching skills. In general, self-perception is derived from many factors, some personal and some acquired, such as the perception of values and standards regarding the question of what good teaching is. Perception and self-belief will influence teachers' efforts, goal setting, perseverance, long-term resilience to difficulties, as well as their attempts realize new ideas and strategies. It will also affect teachers' enthusiasm, organization, planning, fairness, and commitment to teaching. The teacher's beliefs and self-perceptions will be most easily influenced during the early years of instruction and the formation of their professional identity (Le Cornu, 2009).

New teachers often enter the profession with high hopes for their ability to influence students' lives, but when confronted with the "*shock of reality*" they learn that the concept of "good teaching" they held was probably too high, forcing them to "*Calibrate*" the meaning of good teaching and lowering their standards, all of which in order to prevent self-esteem, emotional strength, and a sense of failure. On the other hand, if a teacher is endowed with high emotional resilience and high sense of competence, this difficulty will spur growth (Tschannen-Moran & Hoy, 2007).

Bandura (1993) explored the development of teachers' self-perception during the first years of instruction. He identified four factors who influenced a teachers' self-

perception development: (1) both successful and unsuccessful repeated attempts or experiences such as planning and carrying out successful lessons; (2) learning from others' experience such as observing a qualified teaching model who successfully managed to cope with a particular situation; (3) a supportive social environment such as receiving feedback from superiors, colleagues, and students; and (4) teachers' emotional state during instruction, viewed for example by their job satisfaction. Le Cornu (2009) argues that new teachers will feel more able if they receive feedback, positive guidance and encouragement from other teachers, their principals, their students and their parents, and from other community stakeholders.

Hong (2012) examined the resilience of novice teachers who left the profession and novice teachers who remained in the profession. The study examined key psychological factors such as values, self-belief, and the way in which the external environment was interpreted by these teachers. The findings of the study showed that both the "deserters" and the "survivors" had internal motivations for their teaching work, and they similarly saw and identified challenges in teaching work, such as classroom management and effective delivery of teaching material. However, deserters have shown that their own beliefs were weaker than those remaining in the teaching field, with the latter being more willing to receive more support and help from school principals. In addition, the deserters imposed additional challenges that eventually created stress and emotional wear. Unlike deserters, teachers who decided to remain in the field of teaching reported that their coping strategies prevented them from burning out by setting boundaries and establishing relationships with students. This resilience of novice teachers is reflected in many conflicts and difficulties during their work.

CHAPTER 2

2. Classroom and conflict management in the school environment

2.1. Class Management and the importance of authority and leadership

Classroom Management is perceived as a challenging, complex task by many teachers. Classroom Management task consists of many aspects, other than handling students' distractions and discipline problems, or physically organizing the classroom. Rather, Classroom Management consists of aspects such as teacher-student, and teacher-parent relations, lesson planning and decision making, instilling and enforcing rules, leading out-of-school field trips and activities, teleprocessing classroom planning, integration of students with special needs. The list goes on and on. For instance, teachers are required to know when to start and manage the lesson, how to conduct a classroom discourse characterized by involvement, rather than unruliness. They are to figure when to end the academic material instruction stage and advance to the practice stage. Alternatively, a teacher is to figure out when raising her or his voice is necessary in order to signal to the children that classroom behavior has become unbearable (Yariv & Gorev, 2018). Naturally, proper, effective Classroom Management is important in forming a positive classroom climate and a productive learning environment (Sieberer-Nagler, 2016). Often, Classroom Management requires the teacher to demonstrate teacher classroom authority and leadership, which are vital qualities to promote the achievements of any organization. There are many styles, sometimes contradictory, of authority and leadership (Riaz & Haider, 2010). Despite the importance of Classroom Management and the qualities it requires, the matter has been approached in a relatively limited mode, be it in teacher training programs, as well as in addressing its additional aspects within the school and the research on the matter in academic institutes both in Israel and worldwide (Yariv & Gorev). This paper shall attempt to

review the classroom management issue, emphasizing the qualities the teacher is required to possess for that task.

2.1.1. Classroom Management

Classroom management is one of the most important areas of knowledge and skills in the teaching field. By definition, it suggests the complex of actions teachers take in order to establish a supportive, conducive classroom setting, academically, socially and emotionally (Yariv & Gorev, 2018). One example which demonstrates the essence of classroom management is the teacher's ability to mold proper behavior among students in order to maximize the shared time toward learning processes. Classroom management involves establishment of clear teacher-students communication as for a set of academic and behavioral expectations, as well as establishing learning-conducive classroom environment (Sieberer-Nagler, 2016). Plus, establishing classroom boundaries and limits, classroom decoration, chairs' and desks' arrangement in the classroom, construction of discourse with the students and handling their responses, establishing and implementing changes within the classroom, and then restoring the former state, or setting classroom rules, including communication-related rules. All those are examples for the various aspects pertaining to classroom management (Sieberer-Nagler, 2016).

Classroom management by the teacher provides an organized foundation and a calm setting where the students will be able to learn. Proper classroom management enhances the quality of learning, social relations among the students and their achievements. (Yariv & Gorev, 2018). Classroom management is designated to provide students with more learning opportunities, as well as with the proper space, let alone the necessary time and materials so as to allow learning processes to take place. Furthermore, classroom management facilitates students' ability to fulfill their potential to the utmost, thereby allowing them to develop proper behavioral patterns (Sieberer- Nagler, 2016). Poor class management, however, is often associated with

phenomena such as distractions and discipline issues, disruptions to the learning process, intensifying teacher's burn-out, etc. (Yariv & Gorev, 2018).

The research literature emphasizes the need for reducing distractions and discipline issues among students as a condition for an efficient management of the lesson in the classroom. Yet a setting which induces learning and moral-social development is necessary as well. Lesson and classroom management is designated to allow significant learning processes to occur. Imposing order in the classroom and prevention of distractions facilitate the construction of a functional infrastructure for mutual relationships within the classroom and an agreement between the teacher and students as for a shared framework of learning. This functional infrastructure consists of four components; a caring, open teacher-student relationship; characterized by high expectations; a moral-social curriculum where the teacher's decisions endorse emotional development and self-regulation of students' behavior, as well as academic achievement, management and shaping students' behavior, which may be attained by means of external reinforcement and punishment, or persuasion and encouragement, which facilitate students' emotional and cognitive development, along with self-control oriented behavior; decent acquaintance with the students and their personal, socio-demographic characteristics, such as their age, developmental stage, ethnic descent, cultural background, social-economic class, personal abilities and so on (Yariv & Gorev, 2018).

As far as educational reality is concerned, classroom management is not a simple task. Teachers are required to face unexpected occurrences, and possess the ability to control students' behavior, by means of effective classroom management strategies (Sieberer-Nagler, 2016). In many cases, student-teachers and new teachers, as well as senior teachers yearn to know how to face the class and effectively manage it. They are required to know who to start and manage the lesson, how to conduct a classroom discourse characterized by involvement, rather than unruliness. They are to figure when to end the academic material instruction stage and advance to the practice stage. Alternatively, a teacher is to figure out when raising her or his voice is necessary in

order to signal to the children that classroom behavior has become unbearable (Yariv & Gorev, 2018). Many of the senior teacher, and most of the new teachers face crucial concerns relating to classroom management, such as coping with discipline and violence issues, encouraging learning motivation, handling students' social and emotional issues, little parental support of the teacher's authority, coping with special needs students, etc. (Sieberer-Nagler, 2016). Student-teachers and novice teachers may face difficulties with activities such as classroom organization, rules and procedure establishment, maintaining classroom management method, or classroom management from interpersonal relationships' and communication's perspective (Dicke, Elling, Schmeck, & Leutner, 2015).

At any rate, classroom management, whether implemented by senior or new teachers, does not occur in a vacuum. Hence, the management strategies teachers implement may vary, for instance, according to the patterns of students' behavior and obedience to teacher. Studies have indicated a functional relationship between students' behavior patterns and teacher's classroom management, such that in classrooms where the students consistently met the teacher's expectations, teacher's classroom management provided more opportunities to respond, and was characterized to a lesser extent upon behavioral-reactive management. In classrooms where the students' behavior did not meet the teachers' expectations, the classroom management was characterized by a behavioral mechanism, so as to eliminate the defiant behavior (Gregory & Ripski, 2008 in Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015). Research literature has identified six key classroom management styles. The first is implementation of the old positive and negative reinforcement system. For example, a teacher who strictly observes his students or reproaches students who distract the class; the second, inner control, a management style emphasizing assimilation of social norms and morals related to classroom behavior. This method involves providing the students with social and emotional skills, as well as establishment of caring relations in the classroom. The third style is ecologic approach management, which emphasizes the importance of learning environment organization and its

connection to the outside world. This method involves implementing communication and clues to handle distractions, and the teacher's approach is a quiet one, not distracting the class. The fourth style is a discourse-oriented approach. This approach is based upon the assumption that classroom distractions reflect the quality of the classroom discourse. Thus, the teacher is to conduct observations in order to draw conclusions and insights as for unusual occurrences in the classroom. Plus, he is to be aware of the way in which his own discourse patterns influence and shape the class conduct. The fifth style is an academic-oriented classroom management. This approach aims at identifying the contents and learning methods which will be of interest to the students. In this approach, the teacher assigns students challenging, authentic tasks, relying upon real-life examples to deliver the learning material. The final style is interpersonal-oriented management, which integrates teacher's demonstration of dominance, authority and control, and establishing personal, warm relationships with the students (Wubbets, 2011; in Lauterstein-Pitlick & Yariv, 2018).

2.1.2. Classroom Management and Teacher's Authority

Authority is a key component to classroom management by the teacher. Authority implies a person's rights to give others orders and instructions to others. Additionally, authority is a person's power and right to effectively employ and allocate the organization's available resources, to make decisions and give instructions in order to achieve the organization's goals. (Chafi, Elkhrouzai & Ouchoud, 2016; Zamir, 2013). In other words, authority may be conceptualized as a person's likelihood to attain others' obedience out of their free will. That person's right to instruct others is highly dependent upon his faith in his legitimacy. Thus, authority is a combination of order and subjects' agreement, which relies upon the legitimacy of the person whom they perceive as ruler and leader. Some sociologists argue that such a relationship serves a moral order, which encompasses common goals and conclusions, values, beliefs and norms (Chafi, Elkhrouzai & Ouchoud, 2016). Authority is the responsibility for making formal decisions, thereby expanding the authority possessor's range of judgment.

Authority provides a interpretation of the way in which the authority figure causes his subordinates to perform the necessary tasks, while offering a clear explanation as to what expectations from them are and how they should conduct. Authority is associated with some degree of responsibility. In fact, the authority possessor assumes responsibility for the tasks assigned to the subordinates and their performance (Muzense, Thomas & Lubega, 2014; Zamir, 2013).

The teacher's authority implies the power to make decisions out of faith in his abilities, expanding his domain of responsibility and sense of commitment toward the task on hand (Avidov-Unger, Friedman & Olstein, 2011). However, a teacher's authority is distinguished from a teacher's power or might. Power appears in the classroom, simultaneously to authority. Power is a process which shapes and constructs interpersonal relationships, while authority is strongly related to a value system which regulates behavior stemming from the very acceptance of the authority possessor. At classroom management's context, there are two dimensions of authority; an authority and in authority. The former dimension is associated with expertise and knowledge, while the latter involves maintaining the conditions of order within the classroom. This authority acknowledges the interactive processes of authority relations in class. According to this approach, the teacher's authority in the classroom stems from a content-related characteristic. This approach maintains that the teacher controls the expertise and knowledge students acquire and construct in class. The other characteristic is a process-related characteristic, through which the teacher exercises control on the flow and course of interaction in the classroom, implementing certain ideas, projecting some onto other ideas, directing the interaction, and so forth. The perception of authority according to those two dimensions constitutes the foundation to recognizing classroom authority's forms and functions. The students' support of the authoritative teacher provides them with an opportunity to assume further responsibility in relation to classroom interaction, thereby allowing them to fulfill some degree of controlling the knowledge that is being constructed in the classroom. Thanks to the authoritative process, the teacher is able to support the

students, sharing the content-related authority with them. Integration of both dimensions yields the proper balance between the teacher's authority and the student's autonomy. However, not all teachers are able to successfully integrate them and demonstrate authority (Chafi et al., 2016). For instance, it has been revealed that novice teachers and senior teachers reported higher rates of exhaustion and desire to quit teaching, because they feel a lack of authority at school. Plus, those teachers face greater difficulties in handling discipline issues (Castro, Kelly & Shih, 2010).

A teacher connects authority with classroom management by a variety of aspects; for example, because it suggests the teacher's legitimacy in the students' eyes, and for being certified as a teacher. An authoritative educator is most likely to manage and control the behavior of students who are attentive to his requests. An authoritative educator manages the educational work in the classroom, channeling it through his position of power. Authority is conducted in class by means of a negotiation process between the teacher and the students, sometimes through conflict, whether open or hidden. Authority, as management, occurs in various arenas, such as curricula and classroom discourse. Authority is a consequence of classroom life, students' achievements, teachers' work and classroom democracy (Chafi et al., 2016), as aspects associated with its management. Hence, for example, Omer (2008) indicates that the teacher, merely by his presence and conduct in the classroom, thereby outlining the teacher's authoritative territory.

Omer demonstrates his argument through an example of a teacher¹ who serves as the Attendance Coordinator. Even prior to serving in this position, he would come to the classroom and write "Good morning" on the board, with a smiley. The fact that the teacher arrives early at class, particularly even before the customary teacher's tasks at school begin, indicated to the students that the teacher had already been in the classroom, and, more importantly, that his act marked his territory in the classroom every day, over and over again (Omer, 2008; p. 164). This occurrence was also

¹ The teacher in discussion is also the researcher.

documented by Shalit (2010), where the researcher was observed writing positive messages on the board, which were not only meant to mark his territory, but also to induce confidence, which is a consequence of safe boundaries, protecting the students.

In the research literature, there is evidence that the students' trusting the teacher's authority accounts for a high degree of collaboration and a lower degree of defiant student behavior during the lessons, particularly in cases where the teachers emphasized relationship and connection while interacting with the students (Gregory & Ripsky, 2008; in Pas et al., 2015).

Furthermore, students' resistance to teacher was found to be connected to teachers who do not establish clear stances and practices, since the teacher's authority is perceived as a means to introduce practices in classroom (Honkasilta, Vehkakoski & Vehmans, 2016).

The significance of the relationship between authority and classroom management is even more intense at present, in the era of advanced digital technology and the smart mobile phones. The implementation of advanced technology in the classroom and multitude of tasks guided by the digital media emphasize the need to regulate students' behavior as part of classroom management. Using digital instruments causes distractions, limitations and tensions to teacher-students communications. Plus, the students' tendency to deviate from the class work because of those digital distractions significantly affects teachers' ability to manage the teaching in their classroom and motivate students to learn through face-to-face interactions. Additionally, the use of advanced technology decreases the teacher's influence in the students' eyes, some of whom become skeptical as for the credibility of traditional knowledge sources, such as teachers, compared to knowledge yielded by search engines on the internet. On the one hand, those changes reveal changes of power and a legitimacy crisis in relation to the teacher's authority as the classroom manager. On the other hand, those changes allow the teachers to construct new classroom management and work methods, to pass down their authority to the 21st

century learning environment and reconstruct their authority. As classroom managers, teachers are required to overcome the loss of control and authority by managing and constructing new norms. Thus, teacher's authority at present is more connected than ever to communication procedures and controlling classroom distractions, which stem from the employment of technology. Recent study findings indicate that teachers implement their classroom authority by means of distinct communication strategies, which include establishing well-structured rules for technology use, re-analysis of strategies and employment of proper sanctions. For example, some teachers exercise their authority to establish classroom conduct rules, such as prohibition of electronic instruments use during class. Consequently, the students' attention in the classroom improved, as did the teacher's ability to instruct and conduct class discussions, with digital distractions removed. Simultaneously, some teachers strategically employ their authority in order to refer the students to use the suitable technology in a limited manner, in the suitable proportion and in favor of achieving the lesson's objectives. This strategy enhances the technology use aspect in the classroom, while attaining students' support and participation in the class, which are necessary for successful management of learning processes. In this day and age, classroom management is implemented by means of authority employment in relation to the communication rules coded in the syllabi and protocols. For instance, teachers ask for students' signatures on protocols outlining rules of class conduct and behavior, such as portable computer use prohibition and establishment technology use management by the students themselves, aside from the educational institute's formal regulations. Teachers also employ their authorities in order to conduct verbal and non-verbal interventions involving norm enforcement, rewards and practices by means of which teachers re-attract the students' attention, while encouraging them to connect information and expertise so that their authority as class managers and leaders will be maintained. Classroom management by means of teacher's authority restricts distracting and disruptive of technology, promoting a policy encouraging or inhibiting communication through technology, so as to empower the teacher himself, and his

students. The teacher's authority and the instructions he is permitted to convey allow him to divert the deviant behavior in a mode that rejects it, rendering it irrelevant and insignificant (Cheong, Shuter, & Suwinyattichai, 2016).

The choice of authoritative classroom management strategy may vary from one teacher to another, as in the case of senior teachers, compared to novice teachers. Novice teachers' management task may be more complex, since they may face difficulty exercising authority. For some students, the appearance of a novice teacher constitutes an opportunity for freedom. Novice teachers' entering the career world sometimes represents a reality bearing a double challenge. On the one hand, the novice teacher must adapt and enhance his skills in order to manage and intervene in accordance to the true situation on hand. On the other hand, the novice teacher must assimilate his supervisors' advices, who promise to guide him throughout his student-teaching period. This double challenge may result in traditional behavior (for example, over-authority), which will be less innovative, because of the work world's conformity-related pressures (Bail, 2015). Sometimes, novice teachers are concerned lest management-related goals, discipline and classroom control might be contradictory to one another. On the one hand, they wish to attain authoritative control over their class, and still be appreciated by their students. Thus, they will attempt to resolve classroom management related dilemmas by means of a friend-friend approach, or by adopting an authoritative approach, rather than adopting rule-based preventive management (Johnson, in Bail, 2015). Some researchers maintain that classroom management by means of authority is not naturally ingrained, but rather, acquired with experience. Some argue that authority is based, to a great extent, upon professionalism as a skill, and to a lesser extent upon charismatic or bureaucratic influence. The challenge lying within management through authority is the ability to accept the teacher's legitimacy as the authority by the parties involved in teaching. More concretely speaking, the teacher's authority is a consequence of students' acknowledgement of the skills the teacher demonstrates to them through his actions. However, those skills go beyond operation of disciplinary and pedagogical knowledge operation. A novice teacher

confronts in order to solve management and discipline issues in the classroom. He is not sure what will be of assistance to him in doing so. Thus, he confronts to a greater extent with the question of "how to do" and what the educational authority practice is. Also, it is noteworthy that teacher's authoritative management may depend upon the subject he teaches. For instance, a teacher who is assigned to the specific field of physical education and sports instruction is supposed to convey the knowledge to the students, hand in hand with absolute responsibility for maintaining the children's safety, as well as controlling various types of work groups. The physical education subject is conducive to management in favor of the order and organization which will guarantee optimal teaching and learning conditions; clear rules, sanctions, values, learning climate and engaging in technical actions, so that the authority fulfills a key role in the relationship uniting the teacher and the classroom he manages (Bail, 2015).

To sum up this section, it is noteworthy that the research literature reveals that an authoritative teacher may demonstrate responsibility and experience a sense of efficacy and empowerment, which may ease the burdens of work load and classroom management. Authority enhances teacher's openness to innovations, increasing the motivation and degree of satisfaction with the day-to-day work as a teacher. Additionally, authority allows the teacher to cope with management-related opportunities, be involved in decision-making and problem solving (Avidov-Under, Friedman, & Olstein, 2011). Nonetheless, the teacher's authoritative behavior should be balanced, reasonable and level-headed. Students will mostly control their behavior and will be willing to obey the teacher only if their needs are met. If the authoritative behavior will involve, for instance, neglect and unfair sanctions, the students are likely to experience a sense of victimhood, feel neglected or threatened because of the teacher's actions (Honkasilta et al., 2016). Plus, the authority and power exercised by the teacher as the classroom management should correspond to the characteristics of culture and society in which he teaches. For examples, teachers who work in cultures where the power distance is high, or in cultures where the teacher-student inequality is perceived as greater, may employ stricter regulations in order to manage the lesson and

prevent distractions, and, for example, completely block the use of digital instruments in the classroom (Cheong et al., 2016).

2.1.3. Classroom Management and Teacher's Leadership

The term "leadership" has received a variety of definitions in research literature. As a matter of fact, there are more than 220 definitions and perceptions related to leadership. Some of those definitions are narrow, while others offer wider perceptions. Hence, there is a disagreement among the researchers, and even dissatisfaction with the current thinking. Some researchers maintain there are no commonly acceptable definitions of the term "leadership", thus there is no point in searching for a definition to that term. There is also disagreement among various researchers as for the leadership development ability and strategies (McCleaskey, 2014; Derry, 2009). Still, the existing commonly accepted leadership definitions may be characterized by two essential components; the presence of subordinates and the ability to influence them. If there are no subordinates, there will not be any leadership. If there is no influence, one may not be a leader. One of the definitions implying those components describes leadership as the individual's or group's ability to lead others toward common goals. This definition views leadership as designated to influence others' motivations and reality occurrences. This is a conservative definition which maintains that a person may not turn into a leader. On the contrary, there is a perception viewing leadership as potential lying within every person to take leadership actions, to create and act out of the safe boundaries, in order to instigate changes and improvements. This view maintains that leadership may be taught, as well as to convey knowledge and skills necessary for leadership, teach guiding leadership values, imaginative ability, judgment, and other essential qualities (Derry, 2009).

The early research in the field of leadership proposed many qualities which are perceived as essential for leadership. Thus, many researches state that leaders possess qualities that distinguish them from their subordinates. Leadership is manifested by personality characteristics such as adaptability, responsiveness, ambitiousness,

decisiveness, decision making ability, persistence, self-confidence and courage. Other required qualities are the ability to introduce common vision and purpose, ability to set an example to the subordinates, ability to balance cognitive and emotional aspects, the ability to lead changes, enhanced organization skills and ability to delegate authority. Later researches in the leadership field implied that leadership does not only refer to qualities, but also to circumstances and the situation on hand. This approach assumes that leadership requires ability to transform from one situation to another, in correspondence to the changing circumstances. The leader's characteristics include the leader's behavior that is oriented toward others' needs, and behavioral patterns directing others toward accomplishing the required task. According to this approach, leadership characteristics are highly related to specific leadership styles, such as Transactional leadership and Transformational leadership (Riaz & Haider, 2010).

The term leadership has received a variety of definitions in the educational leadership field as well. One of the common definitions in that field describes educational leadership as a social process, where a member or several members in the educational organization influence the interpretation of external or internal occurrences on desired goals and achievements selection, on the work-related activity pattern organization, organization members' motivation and power relations within the group (Oplatke, 2009). In fact, leadership definitions at the educational context are divided into three main approaches. The first approach perceives leadership in education as the type of leadership characterized by knowledge establishment, thus a leader in the education field is an individual who knows how to lead the educational structure for which he is responsible. The leader in the educational field possesses essential knowledge and skills for leading. He knows how to motivate his partners and subordinates, set priorities, conduct discussions, etc. According to the second approach, leadership in education is characterized by personality traits. The leader in the education field possesses qualities of a person who is honest, balanced, intelligent, authoritative, who is able to cause others to act according to his goals, entrepreneur and process-instigator. According to the third approach, education leadership is

characterized by a pedagogical identity. The education-field leader follows educational objectives anchored in his pedagogical view. This view motivates him to make consideration from a strategic-educational point of view. According to this view, the leader also needs knowledge and personality characteristics which will assist him in implementing the consideration in order to instigate changes in the educational reality (Harpaz, 2009).

One of the most common perceptions in the education field views the teacher as a person who leads others, namely, a leading teacher. While in the past, teachers were viewed as mainly engaging in conveying academic material to their students, the present teachers' role, namely, outlining and implementation of processes and changes at the school has become more central and established in relation to teachers' leadership position construction (Dayan, 2016; Poeket, 2012). This view is part of a pedagogical perception, being part of the teacher's empowerment and professional development. This approach views teachers as professionals who independently manage and develop their teaching contents. This constitutes a transition from perceiving the teacher's role in terms of the transition from traditional, teaching, which involves passing on knowledge, to significant teaching. In educational reality, there are many teachers who are considered "Master Teachers", possessing excellent teaching skills, but not necessarily the skills to lead others. The leading teacher is not necessarily perfect in terms of teaching, yet he possesses the ability and desire to influence his professional setting and be involved in it (Dayan, 2016). That type of a teacher is the one who is capable of influencing his colleagues and students. He is able to improve teaching and learning methods in order to enhance academic processes and achievements. The leading teacher possesses a leadership vision founded upon influence and interaction, rather than merely power and authority. The leading teacher is a valued teacher. It is a teacher who expresses a learning orientation through his work, bearing potential for developing leadership knowledge, skills and disposition. The leading teacher possesses the human ability to transform others, to speak to and communicate with others about difficulties and motivate them to listen and reflect on

his messages, to accept them without anger. In metaphorical terms, a leading teacher is like an orchestra conductor (Poekert, 2012). As a matter of fact, every teacher is destined to a key leadership role in his classroom. A teacher who succeeds in leading is able to fulfill the goals common to him and his students. A teacher who possesses qualities of a leader is able to lead positive learning norms, creating an abundance of opportunities of leadership distribution by encouraging his students to assume responsibility, sensing responsibility and satisfaction by virtue of their power to influence their classmates (Darom, 2003). The leading teacher is capable of promoting changes in the classroom, because he is proficient in the complexity of teaching processes. He is able to respond to varying needs, according to the situation on hand. The leading teacher assumes continuous class responsibility. He understands the complexity of teaching. The leading teacher is capable of expanding his work beyond his typical duties. According to the term's broader definition, the leading teacher's leadership ability goes beyond classroom and student management. This definition maintains that all teachers possess the ability to be leaders, but not all of them are capable to lead outside the classroom. Thus, the leading teacher possesses the ability to lead the school through enhancement of collaboration between various parties within the organization, and distribution of recommended work methods. According to this approach, the teacher's position is defined beyond the limits of classroom management, supporting colleagues' professional learning and influencing policy and decision making within the school. Furthermore, in its broader definition, the leading teacher serves as a change agent within the network, who may influence not only individual students and teachers, but also the whole school, community and the profession of teaching (Wenner & Campbell, 2017).

2.1.4. Teachers' Leadership Types

The research literature has identified many leadership types, which are reflected both in the field of education and in the teacher's work. One of the distinctions in the field is between Task-oriented Leadership and "social leadership", otherwise known as

"Relations-oriented Leadership". Task-oriented leadership is aimed at goals and tasks. Those leaders define the roles and responsibilities for their subordinates. They provide them with clear instructions, establishing organizational work patterns, and maintaining formal communication channels (McCleskey, 2014). The teacher as a task-oriented leader is characterized by concern for optimal accomplishment of students' tasks as a group. Such a teacher will assure the proper flow of learning processes, in correspondence to the system's formal requirements (Darom, 2003). Vastly different, social leadership is oriented toward relationships and social relations, reflected in the leader's concern for others, his attempt to reduce emotional conflicts, establishing harmonious relations and regulating equal involvement (McCleaskey, 2014). Management by a teacher who is a social leader is characterized by concern to the students' sense of well-being in class, as well as in sensitivity to the group's current state within the framework of its goals (Darom, 2003).

Social leadership is divided into three key leadership types; Laissez-Faire Leadership; Transactional Leadership and "Transformational Leadership". Laissez-faire leadership suggests management which avoids taking a stand, making decisions and leadership-oriented actions. Transactional leadership focuses upon the interactions and exchanges occurring between the leaders and the subordinates. The relation exchanges allow the leaders to fulfill their purposes, complete the necessary tasks, maintain the current organizational state and motivate the followers by means of a contractual agreement. Transactional leadership directly guides the subordinates' behavior toward achieving clearly defined goals, supporting the emphasis upon external rewards to subordinates who accept the leader's authority. In other words, this leadership type takes the form of "give and take" deals between the leader and his subordinates. This approach emphasizes unnecessary risk prevention, focusing upon enhancement of effectiveness. Transactional leadership allows the subordinates to fulfill their personal interest, reducing anxiety and assisting them in focusing upon clear objectives (McCleskey, 2014). In many cases, the organizational culture at the school leads teachers to assume the transactional approach to leadership, since the

organization's hierarchy, teaching format and teacher's authority encourage "give and take" relations to a greater extent. The transactional teacher style fits the current circumstances under which teachers work, being forced to manage crowded classrooms, experience an extremely heavy load of the teaching work, frequently give tests, so that the degree of personal connection to the students is low. The transactional teacher manages the classroom by means of compliments and reprimands to his students, shaping his students' behavior on the basis of grades and end-of-year report cards. Such a teacher overlooks when the students do not follow instructions, threatening by punishment and calling a parent-teacher conference as the distraction phenomenon spreads (Lauterstein-Pitlick & Yariv, 2018).

On the contrary, the transformational leadership is perceived by the research literature as an effective leadership, which induces change among the subordinates, promoting decent accomplishments. Following this approach, the leader enhances his subordinates' awareness as for the importance and value of the desired outcomes and of the methods to implement in order to achieve those outcomes. The transformational leader convinces his subordinates to transform when necessary, rising above their personal interest, in favor of the organization and the common goal, taking concern of the subordinates' needs, demonstrating consideration toward them and maintaining safety and their confidence in order to attain a high level of achievements and self-fulfillment (McCleskey, 2014).

Researchers and education professionals agree as for the importance of transformational leadership's characteristics as being part of the ideal teacher's performance (Darom, 2003). A teacher's transformational leadership is based upon the teacher's personality, qualities, and his abilities to induce change through inspiration, vision and goal establishment (Lauterstein-Pitlick & Yariv, 2018). The transformational teacher represents the positive teacher figure. He is a leading teacher who succeeds in integrating the students' and the school's needs, in a way that yields a pleasant, free and supportive classroom climate, that is based upon principles as respect to others and mutuality. Such a teacher manages the classroom by means of positive learning norm

development and encouraging the students to assume responsibility and constitute a positive influence on their peers. The teacher who manages the classroom by means of the integrative transformational approach views the students as whole human beings who learn and explore. The teacher's management is based upon the assumption that he is to integrate the students' needs and the academic system's needs by promoting a learning climate and turning learning into a significant, relevant process. A transformational teacher will manage the classroom while providing assistance in learning. He guides the group processes in an approach that is optimal both for the students and the academic contents. His classroom management stems from the view that all those may be integrated, conveying the same message to his students. The transformational teacher manages the classroom while striving for changes, while emphasizing each student's uniqueness and abilities. This type of leading teacher trusts his students' inner motivation, allowing them freedom of choice and wide latitude (Darom, 2003). Those patterns are demonstrated by an example cited by Omer (2008), which addresses the researcher's reports. The example concerns a case where a few girls were shunned by their classmates. Rather than directly addressing the issue with the students (the default being punishing the shunning children) the research chose to channel the incident toward more constructive channels. On that basis, a set of intervention sessions were conducted with the children in that class, and with their parents, in order to indirectly discuss the excommunication act itself, aiming at constructing different, constructive modes of solving the problem. The outcomes of the action, which was subtle on the one hand, and transformational and inspiring for the parents and the children did not only solve the problem, but also inspired the other classes and other parties within the school. This case facilitated to promote a school agenda for reducing school violence (Omer, 2008; pp. 208-209).

The transformational teacher is assessed in terms of the influence he has on his students; do they have faith in him, admire and respect him? Do they feel loyal to him? Are the children motivated to do more than they expected to do in the first place? A teacher who manages the class by means of the transformational leadership style

motivates his students through a charismatic personality, challenge posing and forming a personal, warm relationship with his students. Classroom management is based upon the search of new work modes and opportunities, even if they involve risks or resistance. Despite the importance and effectiveness of the transformational management style among teachers, in the hierarchical, organizational reality of the school, teachers face challenges in the attempt to become role models (Lauterstein-Pitlick & Yariv, 2018). Furthermore, apparently, many of the teachers do not know which method to implement in order to lead their class. Sometimes, they do not possess the necessary skills. The problem is particularly prominent among novice teachers, for whom this is the most common concern. Those teachers report that they view poor classroom management skills and students' distractions as the most significant obstacles. Quite often, novice teachers will put the blame on the lecturers and academic programs, for not having prepared them properly for optimally managing and leading the class (Cushman, Eisenman & Edwards, 2015).

In summary, Classroom management involves a variety of actions a teacher takes to establish a setting which will support and facilitate academic and social-emotional learning (Dicke et al., 2015). This chapter's goal was to review the classroom management field, emphasizing authority and teacher's leadership required from the teacher. In the past decade, a greater extent of interest has been taken in classroom management and teacher's leadership as key components in school reforms and even in teacher evaluations. Nonetheless, a greater body of well-established theoretical literature is still necessary, as well as empirical studies to explore the teacher's initiative relating to management and leadership (Yariv & Gorev, 2018; Wenner & Campbell, 2017). Most studies in the classroom management field have mainly focused upon the way in which classroom discipline issues may be reduced, as well as the way in which students' involvement in learning processes is to be induced. Other studies focused upon the interaction of classroom management and leadership quality, the teacher's sense of self-efficacy and tension and burn-out causes (Dicke et al., 2015).

I have demonstrated the complexity of classroom management practices in general, and particularly in the digital age, when the teacher's authority is gradually being undermined. The use of advanced technology in the classrooms, as well as the multitude of tasks guided by the digital media, emphasize the need for regulation of students' behavior as part of classroom management. The innovative digital instruments have reduced the teacher's influence in the students' eyes, some who have become skeptical as for the liability of the knowledge delivered by the teacher. Those changes have yielded a situation where, on the one hand, there is a legitimacy crisis toward the teacher's authority as the classroom manager, and, on the other hand, teachers begin managing their classroom by employing their authority to establish work methods, new rules and norms, which facilitate overcoming the loss of control over the class (Cheong, Shuter & Suwinyattichai, 2016).

Classroom management is a task which requires teaching skills, as well as interpersonal skills. Those skills integrate ethical and moral considerations, which the teacher should be able to construct and employ (Lauterstein-Pitlick & Yariv, 2018). It has been revealed that in the educational reality there is a wide range of classroom management strategies, involving the teacher's authority and leadership. Each teacher should be able to identify the management style which suits him most, out of the various available methods, based upon high self-awareness and professionalism which stem from virtuous ideals, lying within the practices and skills he acquires through years of work (Lauterstein-Pitlick & Yariv, 2018). Often, teachers who are decent classroom managements succeed in selecting modes of management corresponding to teaching goals, the required academic activity and the characteristics of the students in their classrooms (Dicke et al., 2015). Another point this paper raised was that classroom management through transformational leadership is desired and important, yet in the educational reality teachers face challenges while attempting to serve as role models to their students. The school's organizational and hierarchical structure, and the work load, are more conducive for a transactional leadership classroom management, which may be effective but less desired morally and educationally

(Lauterstein-Pitlick & Yariv, 2018). To conclude, it seems that there is a long way toward classroom management by teachers as ideal leaders. At present, little attention is paid to classroom management and leadership in the teachers' training institutes. Most teachers think classroom management is highly important, but not everybody is satisfied with the training and preparations they received by the teacher training program (Eisenman et al., 2015).

Finally, some limitations should also be discussed. The theoretical research approach implemented in this chapter might result in a bias in research findings and lack of objectivity, because of its subjectivity. Within the analysis method's framework, several information sources were referred, knowing that different researchers address the same issues from different, sometimes contradictory viewpoints, which may result in a bias. Additionally, this work was done by a single researcher, thus certain aspects were not expressed in it. Thus, it is suggested to continue exploring the insights which were raised by this paper, while implementing objective research methods, such as quantitative researches, involving self-report questionnaires distribution among school principles and teachers as classroom managers. This framework may facilitate the continued attempt to enhance the understanding in relation to pedagogical practices and innovations by means of which teachers currently act to enhance classroom management by means of authority and leadership instruments, as well as the way in which they attempt to reconstruct their authority, leadership and influence as classroom managers in the 21st century academic setting. Additionally, as for future works, it is suggested to include qualitative data analysis, such as observing teachers who conduct a less while exploring dimensions and strategies related to authority and leadership, as well as their implication on classroom management, and students' behavior and achievements. Conducting those observations may shed a greater light on the wide range of management, authority and leadership methods among teachers in the classroom, providing greater detail in that regard. Plus, it is suggested to continue studying other mediator variables related to classroom management by the teacher; for

example, explore the required qualities based upon The Big Five Personality Traits, thereby drawing new insights.

2.2. Coping with conflicts in teaching

Conflicts between students, as well as conflicts between students and teachers are an integral part of the class and school life (Tzidkiyahu, Fisherman, Eilam & Havatzelet, 2008). Such conflicts are a natural, nearly inevitable social phenomenon (Ghaffar, 2010; p. 212). Classroom conflicts and confrontations comprise diverse aspects, as do their different types, which are manifested in the classroom, in various forms. Classroom conflicts do not always indicate unusual problem, but require attention and preventive interference on the teachers' part, if necessary. The underlying reason is that sometimes, conflicts induce tensions, angers and a sense of alienation, in a way which may negatively affect the classroom climate (Tzidkiyahu et al., 2008).

The teacher is part of an organization whose goals are to educate and teach students. The teachers, as educators, representing an educational organization, are to know how to cope with various types of confrontations within classroom management's framework (Tzidkiyahu et al., 2008). Managing the classroom and the confrontations occurring within it are of serious concern for many teachers. Coping with classroom confrontations and teachers' various techniques for addressing the problem may be complex, particularly when novice teachers, lacking professional teachers are concerned. Teaching in various work environments, teachers are demanded to demonstrate complex skills to manage classroom conflicts. For instance, they are to understand the power structures among the classroom students, understand the worlds in which their students live, establish self-understanding in relation to others, explore and learn the community in which they act (Milner & Tenore, 2010; p. 560).

Despite the importance and difficulty entailed in teachers' coping with class management, including coping with and management of complex conflicts, the subject matter has been addressed to quite a small extent in teacher training programs, and a

relatively small scope of research in academic institutes and worldwide (Yariv & Gorev, 2018; pp. 5-6; Bazezew & Neka, 2017; p. 28). Plus, classroom conflicts related issues are dynamic and call for updating. Thus, it is necessary to continue studying them in order to promote healthy teaching and learning processes (Bazezew & Neka, 2017; p. 28). The following paper will attempt to review the subject matter of teachers' coping with classroom conflicts and the techniques to cope therewith, addressing novice teachers. Initially, the work will review the conflict concept's essence, presenting two classroom conflict types.

The term "conflict" has received many definitions in the literature. A conflict is commonly viewed as a human-social phenomenon, which might occur among individuals, group, organizations, nations, countries, etc. The conflict is a natural, inevitable phenomenon, an integral part of human-social life (Ghaffar, 2010; p. 212; Goksoy & Argon, 2016; p. 197). Conflict is defined as a process where an individual or a group realizes that obstacles are placed in the face of their interests and needs, or that the latter are negatively affected by other factors. As a matter of fact, conflict is a confrontation arousing because of difference of opinions or inconsistency throughout interpersonal interactions (Goksoy & Argon, 2016; p. 197). Another similar definition describes conflict as a process which begins when on part realizes the other party is frustrated, or about to frustrate him, in relation to his concerns (Thomas, 1976 in Ghaffar, 2010; p. 212). Another definition perceives conflict as a contradiction, which may occur for different reasons among two or more individuals, or within a group, in a way which may withhold successful in objective achievement (Kocel, 2003, in Goksoy & Argon, 2016; p. 197). At any rate, conflict involves in situations reflecting differences between individuals, who depend upon one another throughout the process of achieving their interests, needs and goals. The conflict results from the fact that the differences between two or more people entail a change in one party at least, in order for their relationship to continue (Ghaffar, 2010; pp. 212-213).

The various definitions for the term "conflict" mostly describe it as a state or a process of a negative nature. This process comprises many difficulties associated with the choice between two or more prospects. The reasons for clashes are frictions, differences and opinions, gaps based upon those differences of opinion, contradictory interests and different needs. Although the conflict is a dynamic, two-dimensional process, which may be examined from both parties' points of view the traditional perception views conflicts as destructive phenomena to be avoided. Sometimes, however, are positive forces which are essential for groups and organizations for the sake of their development and continued existence (Goksoy & Argon, 2016; pp. 197-198). According to this view, conflicts in general and conflicts in the educational field in particular in themselves do not disrupt school life. It is the ways in which they are address that render them positive or negative (Ghaffar, 2010; p. 212; Goksoy & Argon, 2016; p. 204).

When school is concerned, conflicts are confronts usually reflected by inability to reach agreement and in classroom arguments. The conflicts result from negative states such as forming groups consisting of individuals with different views, hurting others, communication problems, ideological confrontations and prejudices. In some cases, confrontations result from lack of communication (indifference, disrespect and misunderstandings, because of personal reasons (unnecessary complaints, expectations from students or teachers that are too great, cultural-social-economic differences, etc.), as a result of political-ideological reasons (disrespect toward various ideas, intolerance, insistence upon making certain decisions), or due to organizational factors (negative effect of the organizational-social setting, curriculum, failed education, distribution of unfair practices in academic tasks, etc.) (Goksoy & Argon, 2016; p. 204). School and classroom conflicts occur often, mainly because the frequent, intensive interaction between different people and groups (Ghaffar, 2010; p. 213).

School conflicts may bear negative outcomes for teachers and students in psychologically, socially and organization-wise. Psychologically, conflicts arouse anger, lack of communication, abuse of self and others, inconvenience, lack of

confidence, sadness, grudge, frustration, and tension. Socially, conflicts arouse hostility, antagonism, intolerance of others, violence and polarization (Goksoy & Argon, 2016; Shahmohammadi, 2014, p. 631; pp. 202, 204). Organization-wise, conflicts may induce a tense setting, where the collaboration is poor, decline in performance, motivation and academic achievements. Those outcomes may result in withdrawal from teaching and declined quality of education. On the other hand, school conflicts may yield positive outcomes, such as fulfillment of various ideas, development of new ideas and methods, enhanced communication, better acquaintance with others, instilling calm and compromise, finding solutions for social and organizational issues, establishing a democratic-educational setting, and opportunity for educational enrichment (Goksoy & Argon, 2016; pp. 202, 204). In other words, school and classroom conflicts may also raise awareness to issues and lead to their addressing, yielding educational work on the most relevant issues. Such conflicts also facilitate the individuals at school to be honest. For instance, conflicts motivate teachers and students to participate. Also, conflicts assist teachers and students to identify interpersonal differences and even learn how to benefit from them (Ghaffar, 2010; p. 213).

2.2.1. Conflict Types

In the educational field, various types of conflicts have been identified; personal-organizational conflict, intrapersonal conflict and interpersonal conflict. A personal-organizational conflict arises between the teacher and the school, being a hierarchical-educational organization. Sometimes, conflicts between the teacher's views and objectives and those to whom he reports therein arise (Tzidkiyahu et al., 2008). A personal-organizational conflict occurs, for instance, when teachers avoid obeying principals and fail to get along with them; when teachers do not act by the organization's common rules, or when principals take a too authoritative approach toward teachers, and when principals force intense work, full of activities in classroom

upon the teachers (Shahmohammadi, 2014; Ghaffar, 2010; pp. 213, 631). Novice teachers are likely to undergo a personal-organizational conflict, as they enter work in an institute where they are required to resolve contradictory inner beliefs with demands and beliefs desired by the organization. A previous research conducted on the subject matter (Brickhouse & Bodner, 1992; p. 471) indicated, for instance, that novice teachers undergo a personal-organizational conflict between what they believed is desired and what is possible within the limitations dictated by the employing institute. Thus, sometimes, novice teachers struggle to fulfill their educational-professional view within the organization, having trouble resolving the conflict between the educational perception and the learning in which they personally believe, and the institutional forces with which the teachers cope in the classroom.

An intra-personal conflict, on the other hand, is a psychological conflict associated with a person's ability to manage his attitudes and emotions (Shahmohammadi, 2014; p. 631). A teacher's intra-personal conflict is usually related to the dilemmas in which he is involved. Sometimes, some of teachers' intra-personal conflicts address ethical issues. Some of those dilemmas result from clashes between the teacher's commitment to his students and concern with their welfare, and the need to educate them, evaluate and grade them. The most intriguing, common classroom conflict, however, is the interpersonal conflict. This conflict is manifested by various forms; a student-student conflict, a teacher-student conflict, and conflict between subgroups within the classroom, a teacher-parent conflict, or a conflict between teachers (Tzidkiyahu et al., 2008).

A student-student conflict is an interpersonal conflict between students (Tzidkiyahu et al., 2008). Such a conflict occurs between individuals (students) within a group (classroom). It reveals incompatibility and misunderstanding between students, leading to a dispute between them (Shahmohammadi, 2014; p. 631). Such a conflict sometimes reflects personality and value differences, which are manifested by disputes between students. For instance, student disputes on ethic and religious backgrounds. Interpersonal conflicts are a normal matter in the classroom's daily life. Yet when they

cause tensions, social chaos, destruction and violence between groups, they are considered negative. An interpersonal conflict related to the students may take various forms, and manifest itself in varying levels. It may include complex arguments, overt or verbal, and disputes which may result in a struggle (Bazezew & Neka, 2017; p. 28). Such disputes are manifested by improper behaviors, undesired actions of students, causing disruptions to other students, using physical and verbal violence, and damaging the school, its equipment and facilities (Shahmohammadi, 2014; p. 630). Such disputes may arise when the desires, needs and beliefs between individual students or student groups are incongruent. When such a conflict is managed effectively, it may be a constructive conflict for the students. If not, however, it might be destructive for them and the organization as well (Bazezew & Neka, 2017; p. 28). Misunderstandings and competition among students contribute to interpersonal conflicts, and conflicts between student groups as well. Other factors may arouse the conflicts, such as rivalry over resources, or limits set by a certain group to others (Shahmohammadi, 2014; p. 630).

In many cases, a conflict between students bear potential for escalation and violence, which is presently defined as the "schools' plague" worldwide. Although the conflict concerns the students, it is teacher who bears the responsibility for those students, and he is to assume a key role in conflict management, particularly when the dispute bears escalation potential. The task of identifying a conflict among students is not simple, because many teachers believe that students should take an active part in managing their lives, assuming responsibility for their actions. Such teachers wish for as little involvement in their students' deeds as possible (Tzidkiyahu et al., 2008). In many cases, student-teachers and novice teachers, as well as senior teachers, have trouble facing and managing the class efficiently. They are required to know how to conduct a classroom discourse, comprising involvement without unruliness, or in what instance their voice should be raised in order to signal the children class behavior has become unbearable (Yariv & Gorev, 2018; p. 12). Senior teachers, but even more so, novice teachers bear crucial concerns as to how to manage the class and cope with

discipline and violence issues, how to address students' social and emotional issues, or how to cope with classroom problem, while receiving little support from the parents under the teacher's authority (Sieberer-Nagler, 2016; p. 164). Teaching novitiates and novice teachers might face difficulties in actions such as establishing rules and procedures, maintaining class management methods, or class management in interpersonal relations and communications perspective (Dicke, Elling, Schmeck, & Leutner, 2015, pp. 14-15).

An interpersonal conflict in the classroom was identified as teacher-student conflict in the literature. That conflict is often related to discipline problems, and is one of the areas of teaching which is almost always relevant. Teacher-student conflict is an issue which deters many student-teachers, which refer to this subject matter, is important, threatening their work at school (Tzidkiyahu et al., 2008). A teacher-student conflict occurs, for example, when a certain student behaves improperly in class, interrupting the teachers during class, engages in other matters during class, expresses his opinion without the teacher's permission, etc. (Isaacson, 2016; p. 70-71). Teacher-student conflict is related to the educational philosophy. Those who support the traditional approaches, emphasize the teacher's broad authority, as associated with a relatively high potential of teacher-student conflicts. Since the teacher is the authority figure in class, and the student, on the other hand, is interested in independence and freedom, potential for interpersonal conflict between the parties is induced. Those who support the various constructive approaches, argue that part of the teacher-student conflict is described as an interpersonal conflict, not necessarily as a conflict between the authority figure and his subordinate. A student-teacher conflict may occur as a consequence of misunderstanding and disagreement in relation to the teacher's authority and responsibility. For instance, a situation where the student does not accept the teacher's authority and seniority, being responsible for his education and instruction (Tzidkiyahu et al., 2008). When novice teachers are concerned, they sometimes experience lack of authority at school, having more trouble coping with discipline problems, which causes them exhaustion and arouses desire to withdraw

from teaching (Castro, Kelly, & Shih, 2010; p. 622). Teacher-student conflict may also occur when a teacher is not willing to accept that the student, along with the teacher, shares the responsibility for the former's education or instruction. Such conflicts may often be identified based upon the student's behavior, his attitude to the school or the teacher, or on the basis of the teacher's responses and behaviors toward the student (Tzidkiyahu et al., 2008).

Researchers indicate that teacher-student conflict management may be one of the most challenging tasks with which teaching professionals cope. Any teacher-student conflict may illustrate a unique case, an exclusive situation, which may depend, on a great extent, upon the teacher's personality as well as the student's personality (Isaacson, 2016; p. 69). Most teachers' training programs offer courses addressing navigations of classroom interactive flow and problems. Often, however, coping with conflicts may not be taught, except for providing tools which will facilitate the teachers in interacting with students of different ages, backgrounds and levels of social development. Sometimes, a student may be tense, angry, or rebelling the teachers. Still, the teacher is to bear the responsibility of properly responding to the situation. He must keep on providing the other students with a comfortable learning environment. The teacher-student conflict is of importance, because teacher-student relations are related to students' achievements. The teacher's responses affect the student's behavior, and consequently, his achievements. A teacher's responses to a conflict also yield the other students' awareness of basic rules of teacher-student conduct in the classroom (Isaacson, 2016, pp. 68-70). When novice teachers are concerned, it has been found that they may be more preoccupied and concerned with a teacher-student conflict, compared to experienced teachers. Novice teachers may express doubts as for their abilities to nurture positive relationships with students (Claessens et al., 2016, p. 94).

2.2.2. Coping with Classroom Conflicts

In many cases, conflicts are not well-managed. Hence, they yield negative implications and outcomes, which may be destructive at times. Thus, in terms of addressing conflicts in the educational field and in general, the focus should be upon conflict management or techniques for coping with the dispute, while engaging to a lesser extent on the way in which the conflict is defined. In other words, there is a crucial need to understand how disputes are to be coped with and resolved; which approach is to be employed, and where (Goksoy & Argon, 2016; p. 197).

2.2.3. Coping with Conflict between Students

The research literature has identified techniques practiced by teachers to cope with conflicts between students, being an interpersonal dispute, bearing potential for escalation. Many educational programs, including courses in training institutes address the prevention of the phenomenon. Some address preventing violence in the classroom, while others address the roots of violence and its causes (Tzidkiyahu et al., 2008). The techniques that serve teachers at school to cope with and resolve conflicts depend, in many cases, upon the situation where they witness the undesired behavior, and familiarity with the student's personal issues, his family and cultural setting (Shahmohammadi, 2014; p. 630).

One of the techniques for coping with conflict within students is implementing a conflict management strategy. Dispute management and effective dispute resolution development are mechanisms conducive for the development of values, views and knowledge among students. Dispute management skills constitute a foundation for effectiveness and leadership within the educational organization. Conflict management is a process where all resources are coordinated by means of processes of planning, organization, leadership and control over interpersonal conflicts, in order to achieve the goals (Bazezew & Neka, 2017; p. 28). Classroom conflict management is a strategy bearing a great success potential, because it does not address the "here and

now", namely, not the motives underlying the violent behavior, but rather, the ways toward shared activity despite the difference of opinion. In the research field, many programs have been examined. It has been concluded that conflict management bears high potential for violence prevention among students. Plus, conflict management alone does not suffice. The school climate should be address as well. Such a treatment, aside from conflict management modes, may reduce hostility and violence among students (Tzidkiyahu et al., 2008).

Prominent classroom conflict management techniques are Forcing, obliging; avoiding, sidestepping; collaborating, positive-sum styles; compromising, give and take, and accommodating, lose-win styles (Goksoy & Argon, Bazezew & Neka, 2017; p. 34; 2016, p. 197). When employing the Forcing, or obliging technique, the teacher will cope with the conflict by means of giving written warnings, rebuke, student punishment and in extreme cases, student detention. This technique is more common when violent conflicts between students are concerned (Bazezew & Neka, 2017; p. 36). The technique's purpose is to demonstrate control, power and authority, implementing reward and punishment systems, in order to terminate violent conflicts. According to this approach, teachers warn and rebuke students, they summon the parents to a parent-teacher conference at school, punish the student in various forms, and in extreme cases of violence expel students. Yet the technique's effectiveness is questionable, since it does not take into account the children's needs, expectations, the clashes themselves and students' behavioral problems. As a matter of fact, this technique may cause the student to respond with negative emotions, and cause another undesired behavior over time (Shahmohammadi, 2014; p. 630-631).

The avoiding, or sidestepping technique involves the teacher's avoiding conflict, or his attempt to suppress it, although he is aware of it (Goksoy & Argon, 2016; p. 197). Avoiding and lack of response is a typical response among teachers, where the teachers maintain peace, demonstrating behaviors such as ignoring the situation and detachment (Goksoy & Argon, 2016; p. 204). A recent study indicated that in approximately forty percents (40%) of the cases, the avoidance style is employed in

conflict management. Although this technique may shift the discussion's topic, it still involves ignoring a certain person. Hence, eventually, it may result in students' drawing away from each other (Bazezew & Neka, 2017; pp. 34-36). Some argue that the ignoring approach damages the teachers, because ignoring the conflict fills their hearts and mind, consciously or not (Goksoy & Argon, 2016; p. 204).

When the collaborating/integration technique is concerned, the teacher acts towards fulfilling his own needs, without always considering the effect on others (Goksoy & Argon, 2016; p. 197). Collaborating strategy demands the teachers' re-considering the situation, with a different frame of reference, implementing a negative option which has not been employed before. This coping technique requires appreciation of others. Collaborating is associated with problem solving and establishing several prospective, suitable solutions, which concern a long-term resolution of the given conflict. This strategy emphasizes components such as politeness, adaptation ability and pro-sociality. This technique is considered effective (Conderman, 2011; p. 226). Collaborating technique may induce and promote a win-win situation, especially if both parties openly express their needs and are willing to be creative (Conderman, 2011; p. 227).

In the compromise, or give and take technique, the teacher believes that both parties to the dispute are whole-heartedly willing to fulfill the other party's interests and needs (Goksoy & Argon, 2016; p. 197). A recent study indicated that the compromise technique was implemented in approximately thirty-four percents (34%) of the conflicts (Bazezew & Neka, 2017; p. 34). The compromise technique implies an attempt to meet halfway, even if the initial opinions and ideas of the parties to the conflict are rather different, or even when both parties are equally strong. The compromise technique is characterized by a moderate degree of concern for both parties. Each party gives something to the other party in order to terminate the conflict or resolve the problem. In the research literature, this technique has been viewed is more neutral in terms of its effectiveness, though it is relatively common. The teacher is to attempt to minimize the differences, emphasizing the common points, in order to

fulfill the needs of the conflict parties. This approach is more suitable for coping with conflicts where the issue is not a crucial one, or when one of the parties feels that he might be wrong, or, alternatively, where there is a time-limit to addressing the conflict, and interpersonal harmony and stability matter more than the given issue. However, the technique might be tricky, since when only one party contains the other, grudge may build (Conderman, 2011; pp. 226-227).

Another conflict resolution technique is based upon a positive, clear and simple mediation process. The underlying idea is that a neutral person assists the dispute's two parties to reach a solution that is mutually accepted. The mediator should possess special skills, and must understand the situation both on a personal and group level. The mediation process consists of five main steps. The first is forecast; the mediator takes time to obtain information on what may yield the conflict between the students. The second step is prevention. Based upon the information obtained, the mediator develops strategies which will prevent the conflict. The following step is identity. Whether the conflict is interpersonal or procedural, the mediator's treatment should be swift. The mediator should bear in mind that the conflict is of emotional nature. The solution is constructed through the mediator's responses, without blaming or judging, but in the form of a dialogue. Researches have suggested that the mediation strategy and dispute resolution between students may be effective and reveal successful experiences. Yet dispute resolution and mediation strategy bears certain limitations, in spite of all its advantages (Shahmohammadi, 2014; pp. 633-634).

Novice teachers probably face more difficulties coping with complex techniques, requiring experience with addressing interpersonal conflicts. It has been found that novice teachers lack communication skills in coping with emotional conflicts arousing at work. Novice teachers face challenges while entering the professional world and re-defining themselves. They feel they lack communication skills necessary to cope with others while negotiating (Melnick & Meister, 2008; p. 44). Contrarily to experienced, senior teachers, they feel less comfortable communicating with parents whenever conflicts arouse. They report to a lesser extent to parents of

their children's behavior, and implement fewer communication methods. Novice teachers lack experience in the classroom. They are not sure of their decisions and their assessments concerning the students. They lack experience of familiarity with the community, the student population and other characteristics which may enhance their confidence at school, while coping with interpersonal conflicts (Melnick & Meister, 2008; p. 51).

2.2.4. Coping with Teacher-Student Conflict

The research literature has also identified various techniques for teacher's coping with teacher-student conflicts. Some teachers cope with that type of conflict, as an interpersonal dispute through a conflict management technique. In this method, the teacher is required to manage the conflict from its early stages, when the dispute is still repressed, but at the point where he notices the tensions. In other words, an inexperienced teacher, who does not know how to identify a conflict at this stage, will have more trouble managing it. In this method, the teacher repeats to himself that the student is the client, not he. This recognition facilitates him in managing the dispute. Less experienced teachers may face difficulties doing so and accepting the fact that the student, rather than they, should be at the center. In order to manage the conflict, the teacher is required to establish insights regarding his position, standing and relationship with the student. Then, the teacher should be on guard in order to avoid an escalation of his dispute with the student. Some teachers believe that if they do not stand their ground as for their demands while facing the student being a party in the dispute, their authority will be damaged. Yet in teacher-student conflict management technique, the teacher should avoid a situation where both he and the student act stubbornly, because the teacher might lose the battle over authority. Both teacher and student bear responsibility for conflict escalation. Still, a teacher who knows how to cope with a conflict will know better than to engage in power struggles with the student (Tzidkiyahu et al., 2008). Conflict management and understanding are usually

implemented by analyzing three basic questions, the teacher's responses to which may diminish the dispute with the student. The first question is who is upset by the student's behavior, and why; If, for instance, the student's behavior upsets the teacher, his dignity or professional identity, then it is an intrapersonal conflict, which calls for a different attitude toward the student. However, if the student's behavior disrupts the class and the learning, it is a question what drives the student's behavior. The teacher should overcome the anger and attempt to thoroughly explore the motives to the student's behavior. The third question is what outcomes the teacher's response might yield. The teacher should consider his responses, since too feeble a behavior will be taken as weakness, while a tough behavior may be taken as hatred to the student. Perhaps a humorous response, for example, may be more fruitful (Shimoni, Segal, & Sharoni, 2000; in Tzidkiyahu et al., 2008).

The literature has identified specific techniques implemented by teachers in order to address a dispute with a student. One educational technique is based upon the Declaration of Child's Rights (1989) and a special statute formulated in the Ministry of Education. In this technique, the teachers and students learn the declaration and the statute together, which constitute an introduction to discussions of students' rights and duties, punishment authorities and class climate. This technique is designated to diminish conflicts between teachers and students in the classroom, through a constructive approach (Carter & Osler, in Tzidkiyahu et al., 2008).

Additional techniques were identified in a research examining use in a coping tool among students training to become teachers in a university training course for teachers who are inexperienced in managing their stance in the classroom and students' challenging behaviors (Isaacson, 2016, p. 68). One technique focuses upon the teacher's responses to dispute. In this method, the teacher is to constantly question himself what he can do to prevent, diminish or annul a dispute with a certain student, and what actions he should take in order to draw the student closer to the learning material. In this approach, the teacher may employ the Ten Commandments of dialogue, as well as consistent control methods and educational principles and rules. For instance,

whenever a student demonstrates inappropriate behavior, the teacher will keep on treating him the way he treats the other students. According to this approach, the teacher should repeat the classroom behavior rules with his students, such as come to class on time; no use of mobile phones; no eating during class; respect your classmates; speak only when permitted, etc. Plus, the teacher reminds the students they may always speak to him in person. As part of the technique, the teacher is to consider his responses and check whether or not he should adhere to the educational principles, in spite of his fragile state. Also, the teacher should allow the student to express his opinion, but use a respectful language and demonstrate respectful behavior (Isaacson, 2016; p. 72).

Another technique to be used by inexperienced teachers is to ignore or avoid responding to a student who irritates the teacher. Students' challenging behaviors might arouse teachers' – particularly novice teachers' natural urge to behave aggressively. This technique, however, requires teachers to listen to their inner voice, rather than fall for that trap, and ignore the student's behavior and the situation he induced, which supposedly calls for the teacher's reaction. The teacher should be consistent, rather than publicly express anger at or insult the student. The student does not receive an irritated or accusing response from the teacher. Nor will he be inquired. Instead, the teacher remains patient and retains his self-control. The technique involving ignoring and lack of responses surprises the problem student, as well as his classmates, who expect to find out how the teacher will handle the dispute with the student. It is necessary to ensure that while the teacher employs this technique, he will not damage or publicly insult the student in question, or take revenge on him or her. In this method, the teacher keeps on teaching the class in the same, usual mode. He does not seek a solution out of the classroom, nor does he discuss the student in question with his supervisors. Rather, he attempts to resolve the conflict while conveying an educational message. The teacher continues treating all students with respect, not altering his demands, conduct or the rules he pre-set for the students. This technique proves the students that "no wind can really bend him". It also proves the

students that what the teacher preaches is practically the core of student-teacher relationship, which are based upon mutual trust and expectation fulfillment (Isaacson, 2016; pp. 72-73).

Another technique for coping with teacher-student conflict is implementing a by-passing procedure, which emphasizes aspects treatment, empathy and reinforcement of the disputing student. This is a creative method which allows the continuance of the learning process in the classroom, even when a conflict arises. In this technique, the teacher ignores the student's negative behavior through an unexpected connection to some educational aspect. For instance, rather than reproaching a student who speaks loudly without permission, the teacher should reinforce the student by saying a few words, while immediately reminding him, as well as the other students, that they should speak only when permitted. In this method, when the disputing student expects a furious response or punishment on the teacher's part, for his wild behavior, he receives a surprising response. This method conveys a two-folded message to the student, both in the informative and behavioral aspects. This way, the students realize the teacher will not rush to fury and punishment, but rather, act with dignity and authority. Thus, they have no choice but to engage in the positive learning environment. Additionally, this method demonstrates to the student that the teacher treats all students equally, forgiving them for mistakes and offering a second change. According to this method, feelings of warmth and love are not contradictory to setting classroom limits. In other words, a student may receive encouragement but still face demands (Isaacson, 2010, 2016; p. 75).

Another technique which suits inexperienced teachers who face conflicts with students is to serve as a model to the students in his class. The teacher should act as a mentor, and serve as a model to the students through his responses. This technique allows the teachers the opportunity to serve as a motivational figure in the students' lives. A teacher's approach should come from a "mentor to students" viewpoint. In this method, the teacher responds in the way he would expect his students to respond. He should be creative, engaging, fascinating and innovative. Plus, the teacher should

offer the students an approach to pedagogical thinking, allowing them to express emotions, thoughts and actions which are part of teaching and learning experiences' practice. Furthermore, the teacher allows the students to speak up and think out loud. He encourages discussions during class and afterwards with individuals and groups, guides the students toward inquiry, inducing interventions that involved shared teaching and learning experiences. Such a teacher-student relationship facilitates learning, reducing classroom conflict's scope (Isaacson, 2016; pp. 74-75).

Another technique which suits inexperienced teachers who encounter a conflict is the journalistic method. This method aims at establishing definite boundaries. Its purpose is to induce authority in the classroom by making short statements, similarly to newspaper headlines. The teacher speaks briefly, mentioning only details of significance. In this method, the disputing student realizes the teacher is not a friend, but still treats classroom discussions with respect, without being dragged into arguments. This technique is considered effective. It implies the teacher's calmness and self-confidence. The teacher deals with discipline problems decisively but calmly, without disrupting the learning process. The teacher should encourage, but also demand and act consistently, and in correspondence to the boundaries. In order to maintain order, the teacher always has to remind the students of the rules and regulations acceptable in the classroom, demanding them to implement them. This corresponds to the notion that both children and adults need repetition, so as to avoid misconceptions or to enhance understanding. The boundaries allow the students learning and a sense of confidence. Hence, in this technique the teacher establishes explicit rules as for acceptable classroom modes of behavior, allowing freedom within the framework of those boundaries (Isaacson, 2010, 2016; p. 75).

A recent study (Claessens et al., 2016; pp. 94, 97) revealed that novice teachers also implement the strategy of nurturing positive relationships with the students. Teachers, particularly novice teachers bear a basic need for connection and positive, personal relationships with the students. Novice teachers are occupied with thoughts concerning forming positive relationships with single students. They, for instance,

develop non-formal relationships with the students, joking with them out of the classroom more often. Consequently, the students will give positive attention to the teacher, or begin a conversation with him. The students feel they have some connection to the teacher, who attempts to be a part of such a positive relationship. This study suggests that there is a connection between a teacher who nurtures positive relationships with students and a student with whom such a positive relationship has been formed. For instance, a teacher who expresses interest in the student is a sign for a successful teacher-student relationship. Such a student has done well in that teacher's class; has achieved better grades and expressed motivation and respect to the teacher's authority, even if the teacher has not always been sure of his abilities. In other words, novice teachers form positive relationships with students who affirm the teacher's abilities. Consequently, novice teachers rely upon students with whom they maintain positive relationships. Those students allow the novice teacher to feel that he is a fun, decent teacher, thereby facilitating him in coping with the class. Novice teachers have also mentioned strategies involving the students, such as guidance and support of behavior during class. Experienced teachers also implement the technique of nurturing positive relationships with their students, but they do so from the student's viewpoint, rather than the teacher's, as do the novice teachers. The experienced teachers do so as a transition from a self-focused approach to a student-focused approach (Claesens et al., 2016; pp. 97-98).

In summary, the chapter's goal was to review the subject matter of teachers' coping with classroom conflicts. This paper was written based upon the theoretical approach, as a theoretical review of theories and previous researches conducted in the field. It was revealed that the research literature has identified a variety of teachers' techniques for coping with and managing interpersonal conflicts in the classroom, such as Forcing, collaborating/integration, compromise, avoidance/lack of response, adaptation/ conflict resolution, empathy and student reinforcement, journalistic technique for boundary establishment, etc. Some techniques are more complex,

requiring broader experience, thus novice teachers may face difficulties in implementing them. Other techniques may be simpler, while other are acquired in teachers' training institutes. It has been revealed, for instance, that novice teachers cope with the phenomenon through other methods, such as nurturing positive relationships and humor with the students. At any rate, teachers and novice teachers are expected to know how to integrate the methods and adapt them to the given case. They are to cope with classroom conflicts out of awareness and in an educated manner, without being sucked into a power struggle with the student or to insult him. To sum up, the matter's complexity raises the need for teacher training and supervision for inexperienced teachers in particular as for conflict management and mediation techniques. In this way, teachers will be more aware of the problems and prospects pertaining to coping with conflicts in the classroom and their outcomes. Teacher and student-teacher training might contribute to essential skills and activities connecting teachers and students, and forming connections among the students (Shahmohammadi, 2014; p. 634).

Prior to concluding, this work's limitations should be mentioned. The theoretical research approach which was implemented may result in finding bias and lack of objectivity, because of its subjectivity. Within the analysis method's framework, several information sources were indicated, knowing that different researchers approach similar matters from different, sometimes contradictory viewpoints may result in bias. Additionally, this work was written by a single researcher. Hence, certain aspects may have not been expressed in it. Thus, it is suggested to continue exploring the insights drawn from this paper, while employing objective research methods, such as quantitative research, which involve distribution of self-report questionnaires for teachers and class-teachers as classroom conflict managers. This work structure may enhance the understanding regarding other techniques, practices and innovations by means teachers act in this day and age in order to improve the way with which classroom conflicts are dealt, as well as the way in which they strategically act as classroom managers in the 21st century's academic setting. A few examples may

include conducting observations of novice teachers and class-teachers who manage real-time classroom conflicts. Conducting such observations may shed light on the wide range of classroom conflict management techniques and their effectiveness. Also, it is suggested to further explore other mediating variables, which are related to classroom conflict management effectiveness by the teacher, and particularly the novice teachers; for instance, to identify required qualities as required by the Big Five Personality Traits, thereby yielding new insights.

2.3. Resilience and conflicts in teaching

New teachers may encounter many conflicts during their work, from the type of work they seek, to adaptation to the organization and their relationships with those around them. Teaching may bring personal satisfaction, but it also involves many tension interfaces with the system, along relationships with colleagues, students and parents, as well as tension as a product of workload, disruptive behavior, and lack of recognition of achievement (Klassen & Chiu, 2010). Byrne (in Friedman and Gavish, 2003) points to three main problems that can lead to conflicts in a teacher work environment and practice: satisfying the needs of students in a heterogeneous and packed classroom, coping with discipline problems, and the need to obtain support from the surrounding, namely the principal, other teachers, other staff members and parents.

The difficulty in teachers' work is the need to establish meaningful relationships with many stakeholders, such as students, peer educators, principals, parents and the public in general. Teachers who find it difficult to develop meaningful relationships with students will experience less rewards and personal satisfaction, suffer from a sense of disappointment, helplessness and weariness. In addition, these teachers must deal with the prevailing social and organizational atmosphere, particularly by comparing the teacher with other members of the team. In general, when the integrity of the interaction is disturbed, and the teacher's relationships with the various stakeholders become problematic, teachers might a growing feeling of weariness. Moreover, these interactions and consequences keep intensifying as public organizational and system

demands are growing for better teaching as well as better teachers (Van Droogenbroeck, Spruyt, & Vanroelen, 2014).

2.3.1. Teachers-principal relationships

A manager's enabling management style can help resolve conflicts and improve teacher satisfaction within a positive climate. Such a management pattern would enable the teacher to seek help when needed, as well as enable the teacher to develop open and fruitful communication (Inbar, 2000). A management style that does not allow such open communications will increase the teacher's tendency to isolate herself from other members of the staff, and may probably lead to dissatisfaction as well as to a feel that her problems are personal and do not allow the intervention of others to overcome them. As frustration intensifies, the teacher may also feel that she is unable to cope with the problem and will gradually lose her motivation to teach. Thus, involving teachers in decision making contribute to teachers' independence and empowerment and consequently encourage teachers to take initiative. Teachers' autonomy directly nad positively affects their perception of professional security and negatively affects thei emotional and mental fatigue (Van Droogenbroeck, Spruyt, & Vanroelen, 2014).

In schools where principals managed to arouse teachers' shared sense of purpose students' disruptions dropped, leading to a stronger sense of effectiveness among teachers. In addition, principals who used their leadership to provide resources to teachers encouraged them and allowed them to create a place where self-belief and self-governance were powerful factors. Finally, when school principals promoted societal behavior as well as performance rewards, teachers' sense of competence tended to be higher. Teachers' sense of effectiveness and resilience grew as they had greater influence in school, both independently and through decision making (Tschannen-Moran & Hoy, 2007).

2.3.2. Teachers-colleagues' relationships

Beyond the importance of the teacher-principal relationship, literature emphasizes the important role the nature of the relations between teachers and their colleagues have

over teachers' well-being and prosperity. These relationships should be based on personal, social and professional assistance, support and sharing. Collaborative organizational culture can induce and encourage such collaborative relationships and norms in a manner that will increase mutual support among teachers. These relationships can also help promote constructive peer feedback and promote mutual understanding. Brevers and Tomik (in Friedman and Gavish, 2003) emphasize the importance of comparison between teachers, so that a teacher who has experienced difficulties but knows that his colleagues do not experience similar issues may suffer from stress, and eventually also from exhaustion and burnout.

Somekh and Zehavi (2005) argue that there is a connection between teachers' satisfaction with their work and effective teamwork. They argue that peer work can leverage educational achievement. Interactions between peers and colleagues, both personal, social and professional, enhance the individual's sense of belonging and help her identify with the organization's goals and teaching profession, as well as promote team pride and consolidation.

Difficulties in teamwork or peer relationships can evolve from different role perception among the team or between peers, as well as from organizational structure which does not provide opportunities for teamwork, interpersonal and intra-personal development. Furthermore, many teachers lack communication skills among which are willingness and openness to share information, to expose their perceptions to others, to give and receive feedback, and to participate in decision-making processes. One can imagine how this incompetence may lead to teams' reservation from such teachers and consequently to the teacher's seclusion and isolation, both personally and professionally. Teachers who find it difficult to integrate into operating teams (e.g. other teachers in school, other teams and circles of members within the education system) may also have difficulties in their professional performance and feel lonely and without support (Somekh and Zehavi, 2005)

2.3.3. Teachers' relations with parents and community

Teachers' work is affected by the parents and the community in which the school is located and operates in. Although many teachers believe that parents must be viewed as partners and as an integral part of the educational process, many of them also believe that parents' involvement should be limited only to specific issues that require their intervention. They expect parents to "line up" and follow their strategy (Fisherman, 2014).

At the same time, both public and communal perception of teachers see the teachers as the sole responsible for education success. Doing so, they usually ignore other environmental factors such as students' background and organizational environment in which they operate. Therefore, teachers may experience a trampling of their autonomy and professional discretion by people who are not directly involved in the educational process or educational evaluation (Cohen, Higgins & Ambore, 1999). By viewing teachers as the sole responsible for children's behavior and academic achievements, parents and other community members place teachers in the 'line of fire' and tend to focus only on them as an object of criticism. As a result, teachers who feel that they do not meet the criteria set by these parents and community members will experience pressure and intense workload, which consequently over time might lead them to give up teaching altogether.

2.3.4. Teacher-students' relations

Friedman and Gavish (2003) claim that teachers will be most affected by their students' expectations and attitudes towards them. If students' attitude is mostly negative, the teacher will experience a decrease in self-confidence, emotional exhaustion, and a negative attitude towards the students, the school and the entire profession. Moreover, when facing behavioral and disciplinary problems, such negative attitude from their students might cause teachers to feel unprofessional and uncappable. Over time such teachers will devalue their self-value and status. Chang (2009) review also shows that disruptive and unsupportive behavior of students exert pressure on the teacher and is

one of the main factors of teachers' burnout. According to him, such attitude from the students often reflects teachers' failure to meet organizational and environmental expectations for assertive conduct and leadership in the classroom.

Pines (2002) explained this by revealing that teachers' notion of their professional goals where expressed as their expectations to educate, influence, inspire and motivate students. Therefore, when students did not respond to teachers' efforts as teachers expected, or when students were inattentive or were not interested in learning, many teachers felt unimportant and meaningless. These feelings are a source of stress for students and might lead to mental exhaustion of teachers (Martin, Sass, & Schmitt, 2012).

Teachers who found it difficult to develop meaningful relationships with their students experienced less rewards and personal satisfaction in their teaching and suffered from higher levels of disappointment, helplessness and weariness. Thus, the relationship between teachers and their student is very significant in teachers' daily behavior and coping through their "bad" or "good" feeling. Accordingly, most agree that the teachers, especially during their early years, spend considerable time and effort in getting to know their students and establish meaningful relationships with them as an attempt to achieve pleasure and satisfaction in their work.

2.3.5. Teachers-organization's relationship

Stress at the workplace is often a result of discrepancies between the worker and the organization or working environment. In the case of teachers, these discrepancies might be due to the teacher herself and her personality characteristics (for example, the teacher's need to stand up to supervision and criticism, the teacher's relationships with colleagues and management, status issues, and role conflicts), they can evolve from excessive demands from the environment (e.g. time pressure, academic performance measures, frequent changes in educational policy) or even lack of sufficient resources to cope with other aspects of the profession such as means to deal with students' (low) motivation and lack of organizational and managerial support when dealing with

disciplinary problems. In addition, it should also be noted that, like other workers, teachers' stress is a result of personal issues such as when teachers experience family problems or lack of adequate social support. These teachers might experience stress in their private lives as well as in their professional lives (Kyricacou, 2001).

Fisherman (2014) argues that along with these personal and environmental stress factors one should also address additional structural and professional stress factors such as the coping with low wages, lack of social esteem, lack of promotion opportunities, frequent organizational changes, and role conflicts. These stressors are most prevalent during the first years of teaching and over time foster negative emotions as anger, worry, physical fatigue and even exhaustion following by health problems, increasing frustration and professional burnout.

According to Ross, Romer & Horner (2011) teachers who suffer from persistent stress will have to deal with increasing dissatisfaction, decreased self-esteem, low motivation, poor work climate, and lack of team collaboration. Moreover, such teachers will develop a negative attitude towards themselves as well as resentment and hostility towards their friends and students, so that instead of showing initiative and responsibility such teachers will be characterized by indifference and contempt for everyone around them. Such teachers would often feel more helpless and hopeless compared to their peers, and therefore their performance will also decline.

Some teachers' stress factors were found to be related to school climate and the educational system. Factors such as exaggerated demands from teachers, poor morale, lack of appreciation, low salaries, and low status were shown to hamper teachers' sense of competence. In addition, professional isolation, uncertainty, and alienation also tended to weaken teachers' resilience and their perception of self-efficacy (Tschannen-Moran & Hoy, 2007). Fischerman (2014) also highlighted stressors that stem from personal failures and difficulties such as external focus, low self-esteem, inefficient coping practices, feelings of lack of control, and more. These factors are mostly expressed in the context of conflicts.

2.3.6. Coping with conflicts

Teaching is considered by many as a vocation or as a calling. When asked why they chose teaching, teachers mostly refer to internal and altruistic reasons, such as wanting to teach, work with children, or contribute to society (Van Droogenbroeck, Spruyt & Vanroelen, 2014). When this ideology fails to realize it shatters accompanied by disillusionment when the "dream is lost" (Gavish and Friedman, 2007). To cope with this potential disappointment, teachers from different backgrounds and different personalities must adapt to a variety of coping styles.

According to Gitterman & Germain (2008), any event might be experienced as positive or as negative (i.e. stressful, potentially harmful) and is accompanied by an according behavior that transmits this perception. As a result, teachers would benefit from adapting to personal and environmental changes to suit professional and organizational constraints organization, in accordance with their sense of resilience. For example, teachers who feel that the organization and its principal does not recognize or understand their personal distress will experience greater difficulties in adjusting to the system facing this kind of lack of support. Thus, personality factors such as emotionality, obsessiveness, worry, introversion, and over-identification with others will affect teachers wear and burnout intensity (Friedman and Gavish, 2003).

Teaching is considered by many teachers as a vocation, and teachers who are asked to answer the reason for their choice of teaching mainly refer to internal and altruistic reasons, such as wanting to teach, work with children, or contribute to society (Van Droogenbroeck, Spruyt & Vanroelen, 2014). When this ideology fails to be grounded in realistic successes, it shatters, in the way Gavish and Friedman (2007) define it as "disillusionment" and "dream loss" (Gavish and Friedman, 2007). In order to cope with this disappointment, each teacher adapts, according to his own personality, models for coping.

Weiner (1986) theory of individuals' experiences formulation process can be used to examine teachers' explanations regarding difficulties they encounter at work. The theory argues that an individual's explanations to failure and success relies on both internal and external factors and that the nature of the perception of how these factors contribute to the outcome of the event (e.g. to failure or success) also affect future expectations. These perception will also influence an individual's sense of control over future events, emotion and motivation to engage in future tasks and events. With regard to teachers, this implies that teachers examine different situations according to a subjective and limited perspective, trying to maintain positive outlook, even when facing pressure and failure. It should be noted that that this process is not systematic or objective (i.e. ordered and empirical based investigation and conclusion), but rather unconscious psychological processes.

Many studies addressed this issue. For example, in a longitudinal study of 428 teachers who were asked to assess the causes of classroom discipline problems 66% believed that they were due to factors related to the students' background, 30% thought they were due to students' personal characteristics, and only 4% of the teachers thought were due to teachers' actions, including actions taken by previous teachers of the students (Croll & Moses, 1985). Miller (1995, 2003) found that teachers treat behavior problems as a complex phenomenon, with most of its attributes being directed to the students ("in need of praise", "not accepting rules of conduct") and the students' parents ("Father is missing", "parents are punishing") and the least was attributed to the teachers or teachers' actions. In line of these studies, the present research can also expect that highly resilient teachers will tend to rely more on external attributions rather than on internal ones. It will be argued that internal-defensive attribution seems to be designed to block a sense of pain and vulnerability ("It will not happen to me"), but it actually makes it difficult for the novice teacher to deal with conflicts.

2.3.7. Resilience and dealing with conflicts

The ability to cope with conflicts is influenced by emotional resilience and self-efficacy. As resilience is a central component of the motivation process it also affects coping abilities. People with a sense of high self-efficacy will generally choose to perform more challenging tasks and set high goals for themselves. Their actions are planned and they expect optimistic outcomes for their actions. Facing conflicts, a more resilient individual will be more effective and will be more inclined to influence and control the situation. Moreover, after failure such resilient individuals will recover faster and better, while maintaining their commitment to achieving their goals. Alternatively, less resilient individuals will find it hard to motivate themselves to cope and struggle because they will not believe they have what it takes to succeed (Schwarzer & Hallum, 2008).

Individuals' resilience and self-efficacy may differ as different teachers face different situations and stressors. Emotional resilience, expressed, among other, by teachers' self-belief will predict more effectively their behavior and coping. However, it should also be noted that self-beliefs are mostly a result of acquired skills and knowledge, which means that they are based on experience and past perceptions. Thus, as argued by Dicke et al. (2014), teachers who are more emotionally resilient will tend to perceive the classroom as less threatening, implement better strategies, and consequently will perform better and experience a more positive classroom environment.

Pearce and Morrison (2011) argue that teachers with high resilience and self-belief in their abilities recover faster and are more likely to persist in difficult situations. These teachers adapt to change more quickly, and may ultimately be less likely to leave the profession. A strong sense of self-efficacy helps teachers deal with conflicts because such teachers make better decisions and are more purposeful and self-insightful, as well as desire for achievement and use effective coping strategies. Conversely, teachers with less faith in themselves who have difficulty managing the emotional aspects of their working lives will be more prone to stress and burnout. Professional

work challenges such as heavy workload, challenging classroom environment, lack of adequate preparation and training process, or lack of support were also found to adversely affect teachers' self-belief and pose a potentially greater risk for less resilient teachers, and especially so for novice teachers.

Recent studies (Brunetti, 2006; Chong & Low, 2009) have examined factors that have contributed to improving the teacher's resilience. their findings suggest that these factors include traits such as altruism, strong internal motivation, perseverance, a sense of humor, emotional intelligence and willingness to take risks. Hence, these features can help new teachers recover from failures and better cope with challenges and conflicts at work. In addition, Pearce and Morrison (2011) argued that there are unique talents associated with teachers' resilience among which are teachers' ability to simultaneously evaluate and consider a variety of solutions along with an ability to accept, learn from and recover from failures. The authors also argue that often such teachers have strong interpersonal skills that enable the development of social support networks (Pearce and Morrison, 2011).

In summary, teachers' resilience is an expression of a teacher's long-term interaction with her environment. Teachers' personal characteristics, such as self-belief, self-confidence and coping abilities, play a significant role in helping overcome and better deal with challenging situations and conflicts. Over time, as teachers gain more experience in dealing with conflicts and challenging situations they become more adapt to handling these obstacles while maintaining their personal well-being. However, as pointed out by Mansfield, Beltman, Price, & McConney (2012), teachers' resilience is also greatly influenced by organizational and other environmental stressors. This suggest that teachers' resilience can be strengthen by enhancing mutual reciprocity, social, professional and organizational support to teachers. However, this also means that, as teachers' resilience is shaped and is more influenced during their first years as teachers, teachers' resilience can be consolidated, structured and intensified during their training years. The present study will present an integrate instructive tools and methodologies which can improve new teachers' resilience and

sense of empowerment during their training process. These tools will help new teachers cope with conflicts during their first years of work, and might serve as a systematic preventive tool that might reduce burnout among new teachers.

CHAPTER 3

3. Research methodology and analysis of the results of the empirical study

The purpose of the current research is to characterize the main aspects of improving and enhancing the strength of the new teacher's resilience, and in accordance, to examine how these aspects affect new teachers' self-efficacy and ability to cope with conflicts. Accordingly, one can formulate three main research hypotheses to examine the associations between teachers' resilience, self-efficacy and their patterns for coping with conflicts:

H1. There is a positive association between teachers' self-efficacy perception and their resilience, so that teachers which are more resilient are characterized by higher self-efficacy perception

H2. The higher teachers' resilience and self-efficacy is, the greater their use of skilled and professional coping strategies to cope with conflicts.

H3. The higher teachers' resilience and self-efficacy is, the less difficulties they face coping with conflicts

In addition, it is argued that the resilience of teachers develops in parallel with their professional development, and particularly, it is argued that the resilience of new teachers is relatively low compared to experienced teachers. Additional research hypotheses can be formulated for these claims:

H4. New teachers' self-efficacy and resilience is lower than that of experienced teachers

H5. The ability of new teachers to cope with conflicts is lower than that of experienced teachers

In order to test these hypotheses, a mixed research methodology will be used, first to assess teachers' resilience characteristics, as well as their perceptions of their ability to

cope with conflicts, and in particular to identify differences in these aspects between new teachers and experienced teachers. This test will be performed first qualitatively and then quantitatively.

The qualitative research draws its data from the Naturalistic paradigm, and the researcher is the main instrument in it. The researchers of qualitative research are more interested in processes than in results these processes yield. They tend to inductively analyze their data, and their perception is consolidated with the accumulation of data, so that the theory is built layer by layer. In addition, the qualitative approach attaches importance to the meaning of the things in the eyes of the interrogators. That is, the qualitative approach tries to answer questions like "what do the participants think?", "How do they work?", "What assumptions do they have regarding their lives?", and more. According to the participants' perceptions, the researchers reveal their internal processes, which are usually not visible to the outside observer (Zabar-Ben Joshua & Dargish, 2001).

In the context of the present study, qualitative research on the resilience characteristics of new teachers will be conducted through a series of interviews with new teachers, experienced teachers, and other officials in the education system to identify the key characteristics of the teacher's resilience issue and its impact on functioning, emphasizing the role of resilience in the new teachers first steps.

Unlike qualitative approach, quantitative-correlational research approach is based on empirically, quantitative data often by using a questionnaire as the main research tool. In this research method, research questions are systematically examined using statistical models to discover features and relationships within the information collected. The purpose of quantitative research is to examine various issues in the sample in order to obtain significant statistical estimates of relevant variables in the study population observer (Zabar-Ben Joshua & Dargish, 2001).

In the present study, quantitative research will be used to establish associations between teachers' perceptions of self-efficacy, resilience, and patterns of coping

strategies in order to compare these characteristics among new teachers and experienced teachers.

3.1. Organization of empirical research

The research population consisted of 416 teachers at different levels of seniority. After screening of teachers who have not responded to all questionnaire questions, the sample consisted of 364 teachers – 212 of them (58%) are new teachers who are in their first or second instruction year. The other participants in the study are experienced teachers of five or more years of experience in the profession (42%).

In accordance with the directives of the Ministry of Education and the training practices used in teachers' training institutes in Israel, new teachers are obliged to participate in internship under the guidance of pedagogical instructors in the first years after completing their formal training. As I practice as a pedagogical guide to such teachers, participants for the present study were recruited according to personal acquaintance as well by approaching such new teachers through colleagues in the profession who are also pedagogical guides. Experienced teachers were recruited by the researcher through a wide sample of schools all over the north of Israel, based on the personal acquaintance as well as of colleagues in the profession.

In this sense, this sample is a convenience sample, and is not a pure random sampling. However, the extensive training and demographic and geographic deployment of the teachers and students participating in these internship processes is broad enough to serve as a proper representation of the entire Israeli teachers' population, so that the conclusions drawn from the present study can be generalized to teachers in Israel.

Table 1: Research participants

Age Group (of the teachers' students)					
Kinder garten	1-3 Grades	4-6 grades	7-9 grades	10-12 grades	Total

Research group	New teachers	28	54	62	48	20	212
	Experienced teachers	32	23	50	33	14	152
	Total	60	77	112	81	34	364

The sample is summarized in Table 1 above, which includes details about the age group teachers teach according to the research group. Comparing proportions did not indicate any statistically significant differences between the two groups. This means that both research groups are considered to be equivalent.

3.2. The qualitative study

An interview is a type of conversation between two people, the interviewer and the interviewee, and its principal objective in the research context is the collection of information. The term ‘interview’ includes a wide range of practices. At one end of the continuum, there are the highly structured interviews, which are suitable for research surveys, and which have been carefully edited, with standardized and generally closed questions. This type of formal interview, which is quantitative in nature, is at times imperative to ensure the uniformity of the topics covered. The reliability of these interviews is high, because interviewer biases are limited to a minimum (Shkedi, 2003) .

On the other end of the continuum is the in-depth interview, which is an open-ended and unstructured research tool, belonging to the qualitative research tradition. The in-depth interview resembles normal conversation. It is conducted by investigators who concentrate on several general subjects and help the interviewees tell their stories and discuss their feelings, attitudes and beliefs on various subjects. Such interviews allow a deeper understanding of the issues being investigated. The drawbacks relate to issues

of validity and reliability, as a function of personal biases of the interviewer which are often unconscious .

The interview is not just a vehicle for collecting data. It is a process of structuring reality, to which both sides contribute, and by which both are influenced (Shkedi, 2003). Interviewers may be well trained and skilled but they come to the situation with personal values, beliefs, and opinions of their own. These may find their way into the conversation and influence the respondent.

A researcher who has chosen a structured interview must have a set of questions at hand, before the interview takes place, designed to collect information relevant to the research questions. In addition, the interviewer should ask unprepared (non-standardized) clarification questions to 'feel out' where the interviewee stands (Shlamsky & Alpert, 2007). The data gathered is varied, and recorded on a portable digital recording machine. The interview is then transcribed by the researcher. The third research tool is mixed observations, and it is a tool that allows the researcher to be involved in the activity observed to some degree. In practice, the researcher goes on to describe what he has seen, and explains his comments (Shkedi, 2003).

The set of questions developed for the in-depth interviews in this study correspond to variables underlying the structured interviews and include questions concerning teachers' conflicts and coping strategies, teachers' self-efficacy perception and resilience. Semi-structured questionnaire items include questions such as "What are the conflicts a teacher has to deal with?", "Are there conflicts a new teacher has to deal with while veteran teacher needs not?", "how do you cope with such conflicts?" and "Could you please describe how some new teachers are more resilient to conflicts than others". The average length of an interview is estimated to last for 45 minutes and will be conducted at a secluded room pre-assigned for this purpose in the college.

Following these interviews an intervention program will be prepared. The program subjects and goals will be constructed using the insights from the interviews along with

the author experience as teacher and as a teacher trainer to improve and empower new teachers' resilience.

3.3. The quantitative study

In the present study is based on previously validated questionnaires as research tools. The research questionnaire is comprised of three main parts, in accordance with the three main research variables: Teachers' self-efficacy perception, their perception of resilience, and a questionnaire for examining their coping patterns with conflicts during their work. The questionnaire details are as follows.

3.3.1. Teachers' resilience

Teachers' resilience was measured by adapting the Occupational Hardness Questionnaire (OHQ) of Moreno Jiménez, Rodríguez Muñoz, Garrosa Hernández & Blanco Donoso (2014). The questionnaire was translated into Hebrew and adapted to the framework of this research.

The questionnaire consists of 15 statements relating to three dimensions of resilience: Challenge, Control and Commitment. The responses are ranked on the Likert scale of 5 grades (1 = not at all, 5 = very much), which express the respondents' resilience - a low score indicates a low level of resilience and a high score indicates a high level of resilience. The structure of the questionnaire is as follows.

*Table 2: Categories and Reliability of the Items of the Professional Resilience Questionnaire
(Moreno Jiménez et al., 2014)*

Resilience dimension	Items
Challenge	13, 11, 8, 5, 2

Resilience that expresses an aspiration for new experiences that, by their nature or especially, pose a challenge to personal and professional development

Control

A dimension of resilience that rests on a concept of ability that comes from careful, pre-calculated preparation and perceived control over possible processes and situations

15 ,12 ,9 ,6 ,3

Commitment

An internal aspect of resilience originated by a self-motivation to work and for the occupation. Such resilience characterizes long-term investment readiness

14 ,10 ,7 ,4 ,1

The dispersion and reliability indices (the Cronbach α) obtained in the present study are listed in the table below. The table also lists the correlation coefficients between the different variable dimensions.

Table 3: Teachers' Resilience dimensions: Means. Standard deviations and Reliabilities (α Cronbach)

Resilience	M	S. T.	Reliability (α)	Correlations		
				Challenge	Control	Commitment
Challenge	4.10	0.65	.811	1		
Control	4.11	0.58	.723	.441**	1	
Commitment	4.31	0.59	.779	.681**	.542**	1

**p< .01, *p < .05

Overall, respondents' resilience is high, with average teachers' resilience dimension regarding Challenge is $M=4.10$, regarding Control is $M=4.11$, and Commitment dimension $M=4.31$.

There are positive and significant correlations between the Challenge dimension of resilience and both Control dimension ($r = .441$, $p < .01$) and Commitment dimension ($r = .681$, $p < .01$). In addition, a positive and significant correlations is found between the Control dimension and Commitment dimension of resilience ($r = .542$, $p < .01$).

3.3.2. Self-efficacy

Teachers' self-efficacy perception was examined using the teachers' professional competence questionnaire developed by Friedman and Kass (2001). The questionnaire consists of 29 items whose scores are ranked on a 5-level Likert scale (1 = not at all, 5 = very much), which expresses new teachers' proficiency perception. The questionnaire focusses on three dimensions of teacher's sense of self-efficacy, as follows.

Table 4: Categories and Reliability of the Self-efficacy Questionnaire of Teachers (Friedman & Kass, 2001)

Dimension	Items
Teaching tasks proficiency	
Perception of teachers' proficiency at performing educational and teaching tasks	1-3, 7-10, 15, 17, 19, 22-23, 28-29
Organization	
Examining teachers' sense of context within the organization (school and education system) in which they work, and in particular their perception of their ability to influence organizational decisions	4 [*] , 6, 12, 14, 18, 20, 25-26 [*]

Dimension	Items
and policies	
Relationships	
Teachers' perception of their relationships with their students and peers in school.	5, 13*, 16*, 21, 24, 27
* Items were recoded to fit the measurement scale	

The dispersion and reliability indices (the Cronbach α) obtained in the present study are listed in the table below. The table also lists the correlation coefficients between the different variable dimensions.

Table 5: Teachers' Self-Efficacy: Means, Standard deviations and Reliabilities (α Cronbach)

Self-Efficacy	Remove d items	<i>M</i>	<i>S. T.</i>	Reliabili ty (α)	Correlations		
					Teaching tasks proficiency	Organizat ion	Relationsh ips
Teaching tasks proficiency		3.92	0.46	.833	1		
Organization		3.45	0.68	.798	0.535**	1	
Relationships	16, 13, 5	4.05	0.59	.678	0.715**	0.477**	1

** p<.01, * p<.05

Higher levels were documented regarding participants' relationship dimension ($M=4.05$) and Teaching tasks proficiency ($M=3.92$). However, participants' organizational efficacy was found to be mediocre ($M=3.45$). Reliability α coefficient of

all dimensions is high and indicates high internal consistency between the items of the different questionnaires.

Significant positive and high correlation ($r = .715$, $p < .01$) were found between interpersonal efficacy and the ability to deal with teaching tasks. This high correlation may indicate the existence of a positive and close relationship between the two dimensions, which largely correlates teaching tasks with the quality of interpersonal relationships. In light of this, these two variables have been grouped into a single dimension that expresses the interpersonal relationships and teaching efficacy. The following is a summary of the corrected dimensions, their reliability and correlation coefficients after the re-calculation.

Table 6: Teachers' Self-Efficacy - revised: Means, Standard deviations and Reliabilities (α Cronbach)

Self-Efficacy	<i>M</i>	<i>S. T.</i>	Reliability (α)	Correlations	
				Teaching tasks and interpersonal relationships	Organizational influence
Teaching tasks and interpersonal relationships	3.94	0.46	.869	1	
Organizational influence	3.45	0.68	.798	0.535**	1

** $p < .01$, * $p < .05$

As summarized in Table 6, teachers' teaching tasks and interpersonal relationships efficacy is relatively high ($M=3.94$). Furthermore, a positive statistically significant correlation was documented between participants' teaching tasks and interpersonal relationships efficacy and their organizational influence perception ($r=.535$, $p < .01$). This suggest a positive relation between the two dimensions of teachers' self-efficacy.

3.3.3. Difficulties and coping with conflicts in teaching

New teachers' perceptions regarding coping with conflicts were examined using a research questionnaire based on the consultation model of Kaplan and Caplan (1970, in Erhard, 2008). The form of the questionnaire is valid through a parallel and independent assessment of two additional judges from among the lecturers of the college. The judges' comments on the original version of the questionnaire were incorporated into the questionnaire and returned to re-evaluation by them, as well as to the evaluation of a third judge.

The final questionnaire received includes 55 statements aimed at identifying difficulties in coping with conflicts experienced by teachers. As mentioned above, the questionnaire is a closed questionnaire. Similarly, the questionnaire is in the feminine form for convenience, but refers to both sexes.

All the statements in the questionnaire relate to a single event, in which the subjects were asked to relate to an inter-personal conflict between a teacher and her students. The subjects were instructed to try and remember and relate to such conflict, and if they did not witness one to try and imagine such incident. The subjects were asked to relate to difficulties, thoughts, feelings and potential dilemmas concerning the conflict. The questionnaire focusses on four concepts related to the examination of the teacher's knowledge, tools, abilities and professionalism

Table 1: Categories of teachers' conflicts coping strategies questionnaire

Subject	Items
Knowledge	
Items relating to difficulties in coping with conflicts that concerns teachers' knowledge or lack of it.	7, 15, 27, 34, 50, 55*

Specifically, these items seek to examine whether coping was influenced by lack of practical knowledge, lack of professional assistance and guidance, or lack of knowledge acquisition in the framework of formal studies.

Tools

Items that examine conflicts between teachers and students through the use of tools, skills, methods, and other means in the purpose of producing an effective response or intervention	3, 5, 9, 13 [*] , 17, 20, 22, 25, 28, 32, 35, 40, 43, 46, 51, 54
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Efficacy

Items that measure teachers' self-confidence and self-efficacy perception in coping with conflicts	1, 4, 8, 11, 14, 16, 18, 21, 23, 26, 29, 31 [*] , 33, 36, 38, 42 [*] , 44, 47, 49 [*] , 53
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Professional objectivity

These items measure the extent to which teachers' coping with conflicts are professional objective	2, 6, 10, 12, 19, 24, 30, 37, 39, 41, 45, 48, 52
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^{*} Items were recoded to fit the measurement scale

All items were measured on a Likert agreeableness scale, ranging from 1 (strongly disagree) to 4 (strongly agree). Items 13, 31, 42, 49 and 55 are negatively phrased, and were recoded to fit the measurement scales.

The dispersion and reliability indices (the Cronbach α) obtained in the present study are listed in the table below. The table also lists the correlation coefficients between the different variable dimensions.

Table 7: Teachers' Coping with conflicts: Means, Standard deviations and Reliabilities (α Cronbach)

Coping with conflicts	Removed items	M	S. T.	Reliability (α)	Correlations			
					Knowledge	Tools	Efficacy	Objectivity
Knowledge		1.57	0.54	0.746	1			
Deficiency								
Tools	3, 13, 40, 54	2.70	0.49	0.679	-0.199**	1		
Efficacy		2.87	0.5	0.863	-0.385**	0.706**	1	
Objectivity	6, 39, 48	2.88	0.54	0.766	-0.233**	0.717**	0.767**	1

** p<.01, * p<.05

The three dimensions of conflict management Tools, Self-Efficacy, and Objectivity indicate a moderate level of coping with relation to the measurement scale (average 2.70-2.88). In contrast, on average, participants report relatively low levels of coping due to lack of knowledge (average 1.57). Reliability of all dimensions is high and indicates high internal consistency between the items of the various questionnaires.

The analysis also shows that there are very high positive correlations (.706-.767) between the three dimensions of coping with conflict (Tools, Self-Efficacy, and Objectivity). These high correlation coefficients indicate a close positive relationship between these dimensions and might indicate that they can be grouped into a single variable that expresses professional coping skilled with conflicts based on self-confidence, ability and objectivity. Accordingly, the three dimensions were grouped. The following is a summary of the corrected dimensions, their reliability and correlation coefficients after the re-calculation.

Table 8: Teachers' coping with conflicts - revised: Means. Standard deviations and Reliabilities (α Cronbach)

Coping with conflicts	Removed items	<i>M</i>	<i>S. T.</i>	Reliability (α)	Correlations	
					Teaching tasks and interpersonal relationships	Organizational influence
Knowledge Deficiency		1.57	0.54	.746	1	
Confident, professional and objective coping	6, 39, 48, 3, 13, 40, 54	2.82	0.46	.921	-0.323**	1

**p<.01, *p<.05

As summarized in Table 6, teachers' confident, professional and objective coping was found to be medium ($M=2.82$). Furthermore, a negative statistically significant correlation was documented between participants' confident, professional and objective coping and participants' knowledge deficiency when coping with conflicts ($r=-.323$, $p<.01$), suggesting a negative relation between the two dimensions.

3.4. The course of the study

The present study used a correlational setting in which the study variables are measured simultaneously, and particularly without manipulation of independent variables in the study or control of other characteristics of the study participants.

The research procedure included distribution of the online questionnaire among new teachers and experienced teachers by sending a link to the online questionnaire to prospective participants after locating them in teacher training colleges and schools.

The transfer of the link was accompanied by a personal request from the research editor, which clarified the rules of ethics and discretion throughout the study. Among other things, participants knew that as part of the study, no personally identifying information would be collected from them, and that all data collected within the study would be stored discretely and not transmitted or exposed to anyone unrelated to the research. It was also made clear to the participants, that they did not have to answer the questionnaire, and that even if they started answering it, they could stop at any time without any sanction for stopping participation.

After completing a quota of over 400 questionnaires, as described above, the data file was compiled for the purpose of performing the statistical analyzes.

3.5. Data analyses

Analysis of the data will be done using SPSS version 23. In the first stage, descriptive statistics of the characteristics of the research population and the main research variables was examined. In this framework, the distribution of univariate frequencies was examined for each of the variables, as well as averages and standard deviations. In the second stage, the internal reliability of the various research questionnaires was examined based on the Cronbach α index.

Next, the study hypotheses were examined. The first three research hypotheses have argued for the existence of an association between the three variables. These hypotheses were examined using Pearson correlation as an indication of a significant linear relation between variables.

The fourth and fifth research hypotheses argued that there were differences in resilience, self-efficacy, and conflict coping experiences of new teachers and experienced teachers. Correspondingly, these hypotheses were tested using a t-test to compare the mean of independent samples with respect to the study groups.

To test the sixth research hypothesis, multiple linear regression analysis was carried out to examine the combined effect of research group and resilience on self-concept, and to further examine the combined effect of all three variables on teachers' coping. Such an examination is also a means of confirming the previous examination methods reviewed above.

3.6. Research findings

3.6.1. There is a positive association between teachers' self-efficacy perception and their resilience, so that teachers which are more resilient are characterized by higher self-efficacy perception

For the purpose of hypothesizing, the correlation coefficients (Pearson) were examined between the dimensions of resilience and the dimensions of organizational capability. The results of the analysis are summarized in Table 9 below.

Table 9: Pearson correlation table of teachers' resilience and teachers' self-efficacy

		Self-efficacy	
		Organizational influence	Teaching tasks and interpersonal relationships
Teachers' resilience	Challenge	.436**	.501**
	Control	.237**	.272**
	Commitment	.381**	.505**
** p<.01, * p<.05			

The results of the analysis show that there are positive and significant correlations between the dimensions of resilience and the dimensions of self-efficacy. Within this framework, it was found that there were significant positive correlations between organizational influence perception of self-efficacy and the resilience that promotes

challenging experience ($r = .436$, $p < .01$), control-focused resilience ($r = .237$, $p < .01$), and intrinsic motivational resilience ($r = .381$, $p < .01$). Similarly, there were significant positive correlations between self-efficacy perception relating to teaching tasks and interpersonal relationships and participants' resilience that promotes challenging experience ($r = .501$, $p < .01$), control-focused resilience ($r = .272$, $p < .01$), and resilience that lies on commitment and intrinsic motivation ($r = .505$, $p < .01$).

These findings confirm the first research hypothesis.

3.6.2. The higher teachers' resilience and self-efficacy is, the greater their use of skilled and professional coping strategies to cope with conflicts

For the purpose of hypothesizing, the correlation coefficients (Pearson) were examined between the dimensions of resilience and self-efficacy and participants' coping with conflicts dimension regarding confident, professional and objective coping with conflicts. The results of the analysis are summarized in Table 10 below.

Table 10: Pearson correlation table of teachers' resilience, self-efficacy and confident, professional and objective coping with conflicts

		Confident, professional and objective coping with conflicts
Teachers' resilience	Challenge	.350**
	Control	.215**
	Commitment	.362**
Self- efficacy	Organizational influence	.492**
	Teaching tasks and interpersonal relationships	.472**

** p<.01, * p<.05

The results of the analysis show that there are positive correlations between teachers' resilience and their confident, professional and objective coping with conflicts, with positive significant correlations regarding teachers' resilience that promotes challenging experience ($r = .350$, $p < .01$), control-focused resilience ($r = .215$, $p < .01$), and commitment intrinsic motivated resilience ($r = .362$, $p < .01$).

These findings confirm the hypothesis that there is a positive relationship between teachers' resilience and their ability to cope professionally and skillfully with conflicts.

In addition, the findings indicated positive correlations between teachers' confident, professional and objective coping with conflicts and their self-efficacy regarding their organizational influence ($r = .492$, $p < .01$), as well as their perceptions of teaching and interpersonal relationships ($r = .472$, $p < .01$).

These correlations indicate that there is a positive relationship between the ability to deal with conflicts in a professional and skillful way with the teachers' self-concept.

In conclusion, the findings reviewed above confirm the second research hypothesis.

3.6.3. The higher teachers' resilience and self-efficacy is, the less difficulties they face coping with conflicts

For the purpose of hypothesizing, the correlation coefficients (Pearson) were examined between the dimensions of resilience and self-efficacy and participants' coping with conflicts dimension regarding difficulties when coping with conflicts. The results of the analysis are summarized in Table 11 below.

Table 11: Pearson correlation table of teachers' resilience, self-efficacy and Knowledge deficiency when coping with conflicts

		Knowledge deficiency when coping with conflicts
Teachers' resilience	Challenge	-.108*
	Control	-0.017
	Commitment	-.175**
Self- efficacy	Organizational influence	-.212**
	Teaching tasks and interpersonal relationships	-.288**
** p<.01, * p<.05		

The results of the analysis show that there are significant negative correlations between difficulties in dealing with conflicts due to knowledge deficiencies and the level of resilience that promotes challenging experience ($r = -.108$, $p < .05$) and commitment based internal motivational resilience ($r = -.175$, $p < .01$). In contrast, there was no significant correlation between coping difficulties due to knowledge deficiencies and resilience focused on control.

These findings confirm a negative association between knowledge deficiencies when coping with conflicts and resilience dimensions that promotes challenging experience and that is based on intrinsic motivational commitment. Conversely, according to these findings one cannot confirm any association between knowledge deficiencies when coping with conflicts and resilience that is based on perceived control over possible processes and situations.

Similarly, in relation to self-efficacy dimensions, the analyzes indicated that there are negative and significant correlations between difficulties in coping with conflicts due to knowledge deficiencies and perception of organizational influence ($r = -.212$, $p < .01$) as well as between perceived ability in interpersonal and interpersonal tasks ($r = -.288$, $p < .01$).

These findings confirm that there is a negative association between difficulties in coping with conflicts due to knowledge deficiencies and self-efficacy.

3.6.4. New teachers' self-efficacy and resilience is lower than that of experienced teachers

Initially, the research hypothesis was examined using t tests across independent samples. For this purpose, the levels of resilience and self-efficacy of experienced teachers and of new teachers were compared. Here are the results of the comparison.

Table 12: New and experienced teachers' resilience and self-efficacy: Means and t-test comparisons

		Research Group		Means Comparison	
		New teachers	Experienced teachers	t	(df)
Teachers' resilience	Challenge	M	4.08	4.16	1.089 (319)
		(sd)	(.64)	(.66)	
	Control	M	4.11	4.14	0.473 (333)
		(sd)	(.59)	(.57)	
	Commitment	M	4.29	4.33	0.663 (321)
		(sd)	(.60)	(.61)	
Teachers' self-efficacy	Organizational influence	M	3.34	3.67	4.540** (315)
		(sd)	(.65)	(.69)	
	Teaching tasks and interpersonal relationships	M	3.85	4.09	5.087** (349)
		(sd)	(.47)	(.41)	

** p<.01, * p<.05

Comparing new and experienced teachers' resilience did not indicate any significant differences between the two research groups. According to these findings, new teachers' resilience is similar to experienced teachers' resilience. These findings are inconsistent with the research hypothesis and might suggest that resilience is better viewed as a personal trait that shaped before engaging in teaching profession and does not change significantly throughout teachers' years of work.

In contrast, the results of the analysis revealed that self-efficacy perception regarding organizational influence among experienced teachers ($M=3.67$) was significantly

higher ($t_{(df=315)}=4.54$, $p<.01$) than this perception among new teachers ($M=2.79$). Similarly, self-efficacy perceptions concerning with performing teaching tasks and maintaining interpersonal relationships of experienced teachers ($M=4.09$) were found to be significantly higher ($t_{(df=349)}=5.087$, $p<.01$) than these perceptions among new teachers ($M=3.85$).

These findings confirm the hypothesis that self-efficacy among new teachers is lower than that of experienced teachers.

Combining the findings from Table 9 Table 12 above, it is possible to indicate that teachers' self-efficacy is influenced by both their resilience and their seniority (i.e., whether they are new teachers or experienced teachers). However, since resilience is not affected by seniority, there is room to examine which of the two factors (resilience or seniority) has a greater influence on self-concept.

To do this, a Multivariate Analysis of Covariance (MANCOVA) was conducted. In this analysis, the dependent variables are the two dimensions of self-efficacy, and the independent variables are the three dimensions of teachers' resilience and the research group (i.e. whether teachers are novice or experienced). In addition, three interaction variables between the study group and the three study variables (one interaction per dimension of teacher resilience) were included in the analysis. The purpose of the interaction variables is to examine whether the associations between resilience and self-efficacy are different for new and experienced teachers. Following are the results of the analysis.

*Table 13: New and experienced teachers' self-efficacy by teachers' resilience and seniority –
MANCOVA analysis*

		Self-Efficacy (Dependent Variables)					
		Organizational Influence			Teaching tasks and interpersonal relationships		
Independent Variables		B	t	η^2	B	t	η^2
Intercept		1.38	3.43**	.03	2.49	9.97**	.22
New Teachers		-.12	-.23	.00	-.54	-1.65	.01
Experienced teachers' resilience	Challenge	.42	3.70**	.04	.27	3.78**	.04
	Control	.14	1.37	.00	-.01	-.09	.00
	Commitment	-.01	.06	.00	.12	1.46	.01
Addition for new teachers' resilience (interactions)	Challenge	-.12	.82	.00	-.10	-1.09	.00
	Control	-.22	1.62	.00	-.04	-.50	.00
	Commitment	.28	1.68*	.01	.21	2.02*	.01
		$F_{(7,356)}=17.3^{**}$			$F_{(7,356)}=28.7^{**}$		
		$R^2=.254$			$R^2=.360$		

** p<.01, * p<.05

The results regarding self-efficacy perception relating to organizational influence suggest the analysis is significant ($F_{(7,365)}=17.3$, $p<.01$, $R^2=24.4\%$). In this model, it was

found that teachers' organizational influence perception increases with teachers' resilience that promotes challenging experience ($b=.42$, $p<.01$), and that this increase is similar for new and experienced teachers. Additionally, it was found that teachers' organizational influence perception increases only with new teachers' intrinsic motivational resilience ($b=.28$, $p<.01$).

Similar results were found self-efficacy perception relating to performing teaching tasks and maintaining interpersonal ($F_{(7,365)}=28.7$, $p<.01$, $R^2=36.0\%$). In this model, it was found that teachers' teaching tasks and interpersonal relationships perception increases with teachers' resilience that promotes challenging experience ($b=.27$, $p<.01$), and that this increase is similar for new and experienced teachers. Additionally, it was found that teachers' teaching tasks and interpersonal relationships perception increases only with new teachers' intrinsic motivational resilience ($b=.21$, $p<.05$).

In summary, it can be stated that resilience is not affected by teachers' experience, so the resilience of experienced and new teachers is not significantly different. However, in contrast, teachers' self-efficacy is associated with both resilience and seniority (as expressed by the research groups). The concept of self-efficacy is positively affected by challenging experiences promoting resilience for both new and experienced teachers, and it also positively associated with intrinsic motivational resilience, however the latter is only relevant to new teachers.

These findings constitute only partial confirmation of the research hypothesis.

3.6.5. The ability of new teachers to cope with conflicts is lower than that of experienced teachers

Initially, the research hypothesis was examined using t tests across independent samples. For this purpose, coping with conflicts of experienced teachers and of new teachers were compared. Here are the results of the comparison.

Table 14: New and experienced teachers' coping with conflicts: Means and t-test comparisons

			Research Group		Means Comparison	
			New teachers	Experienced teachers	t	(df)
Coping with conflicts	Knowledge	M	1.65	1.47	3.250**	(345)
	Deficiencies	(sd)	-0.56	-0.5		
	Confident, professional and	M	2.79	2.89	1.903^	(344)
	objective coping	(sd)	-0.48	-0.43		

** p<.01, * p<.05, ^p<.06

Comparison of coping patterns between new teachers and experienced teachers reveals that new teachers ($M=1.65$) encountered significantly more ($t_{(df=345)}=3.250$, $p<.01$) difficulties due to knowledge deficiencies than experienced teachers ($M=1.47$). Similarly, experienced teachers ($M=2.89$) expressed significantly more ($t_{(df=344)}=1.903$, $p=.058$) confident, professional and objective coping than new teachers ($M=2.79$).

These findings confirm that new and experienced teachers cope differently with conflicts.

Combining the findings from Table 9, Table 10 and Table 14 above, it is possible to indicate that teachers' coping with conflicts is influenced by both their resilience, self-efficacy, and their seniority (i.e., whether they are new teachers or experienced teachers). However, as stated above (see Table 13), since resilience is not affected by seniority and since resilience and seniority interact to influence self-efficacy, one should also wonder how these three variables affect teachers' coping with conflicts.

For this purpose, a Multivariate Analysis of Covariance (MANCOVA) was conducted. In this analysis, the dependent variables are the two dimensions of teachers coping

patterns, and the independent variables are the three dimensions of teacher resilience, the two dimensions of self-efficacy and seniority (expressed by research group). In addition, five interaction variables were also included in the analysis. The five interactions correspond to three dimensions of resilience (one interaction for each dimension of resilience with the study group) and two dimensions of self-efficacy. The purpose of the interaction variables is to examine whether the relationship between resilience and self-efficacy, respectfully, and coping with conflicts are different for new and experienced teachers. Following are the results of the analysis.

*Table 15: New and experienced teachers' coping with conflicts, self-Efficacy and resilience –
MANCOVA analysis*

Independent Variables		Dependent Variables					
		Knowledge Deficiencies			Confident, professional and objective coping		
		B	t	η^2	B	t	η^2
Intercept		2.84	6.09**	.10	.84	2.42**	.02
New Teachers		-.27	-.47	.00	-.16	-.38	.00
					0 ^a		
Experienced teachers' resilience	Challenge	.04	.39	.00	.00	.01	.00
	Control	.15	1.67	.01	.04	.56	.00
	Commitment	-.13	-1.14	.00	.06	.65	.00
Experienced teachers' Self-Efficacy	Organizational influence	-.07	-.88	.00	.21	3.77**	.04
	Teaching tasks	-.33	-2.39*	.02	.21	2.03*	.01

and							
interpersonal							
relationships							
Addition for new teachers' resilience (interactions)	Challenge	.09	.71	.00	.03	.26	.00
	Control	-.08	-.69	.00	-.05	-.60	.00
	Commitment	-.04	-.27	.00	.05	.41	.00
Addition for new teachers' Self- Efficacy (interactions)	Organizational influence	.02	.19	.00	-.01	-.11	.00
	Teaching tasks and						
	interpersonal relationships	.11	.64	.00	.04	.28	.00
				$F_{(11,352)}=4.21^{**}$	$F_{(11,352)}=14.49^{**}$		
				$R^2=.116$	$R^2=.312$		
** p<.01, * p<.05							

The results regarding difficulties in coping with conflicts due to knowledge deficiencies suggest the analysis is significant ($F_{(11,352)}=4.21$, $p<.01$, $R^2=11.6\%$). In this model, coping difficulties are explained by a single significant factor that mediates other potential effects on the variable. It is found that there is a negative correlation between teachers' teaching and interpersonal efficacy and their difficulties in coping with conflicts due to knowledge deficiencies ($b=-.33$, $p<.05$).

Similarly, the results regarding confident, professional and objective coping with conflicts is significant ($F_{(11,352)}=14.49$, $p<.01$, $R^2=31.2\%$). In this model, confident, professional and objective coping with conflicts was explained by only two variables –

the two dimensions of self-efficacy. According to this, confident, professional and objective coping is positively correlated with self-efficacy's perception of organizational influence ($b=.21$, $p<.01$) as well as with self-efficacy's perception of performing teaching tasks and maintain interpersonal relationships ($b=.21$, $p<.05$).

These findings imply that coping with conflicts are influenced only by teachers' self-efficacy, and that this influence mediates other potential influences over coping with conflicts (i.e. of seniority and resilience).

These findings confirm the research hypothesis.

3.7. Discussion

The concept of discussion in the center of this study is the well-being of teachers in general, and the novice teachers in particular. In this sense, it is possible to see teachers' resilience as a human ability to cope, overcome, and even gain strength in view of distress (Le Cornu, 2009). From reviewing the literary background in this field of knowledge, it is apparent that there is only a few studies in a relative manner that we have observed the contribution of the resilience to the coping of teachers with significant among other things, it is clear that a higher resilience may influence the teacher's ability to make effective and productivity decisions in a way that can help his well-being, as well as for better performance of his role, and as a result of the more meaningful benefit to the educational system in which it operates (Tait, 2008), however, it also became apparent that research in the field focused on the small realm of resilience to the ability and capacity of teachers (bandura, 1993).

The starting point for examining the theoretical background on the issue should consider employee-organization fit (or rather the likelihood of misfit). From this perspective, the teaching profession is characterized by a value and social mission alongside professional perceptions of those engaged in the work (Conley et al., 1989), which is reflected in the concept of autonomy and independence in decision making, professional development, and the management of various effective and beneficial and challenging interactions with a variety of stakeholders (Harrison, 2009). Many times, throughout the teachers' long career, especially in the early years of teaching, there is a discrepancy between teacher characteristics and the system characteristics in which they operate. Teachers who find it difficult to work with the school principal or staff, who have to cope with lack of support and sense of alienation and loneliness and incompatibility to live up to parents' and students' expectations, will also have difficulty in their teaching and performance will also be poor in the context of student achievement and coping with increasing disciplinary and job dissatisfaction, professional, frustration and even burnout feelings (Yariv, 2011).

Recall that the responsibility of beginning teachers is quite similar to that of experienced teachers. New teachers and experienced teachers alike need to achieve educational outcomes through the fulfillment of teaching tasks, supervision and supervision in front of pedagogical and parental committees and the fulfillment of a series of administrative tasks (Le Cornu, 2009). The difficulty of a new teacher to meet the full range of requirements he may face may seem that such a teacher is not performing according to the accepted professional standards, whose achievement is low, or that his or her pedagogical abilities in classroom discipline are poor and his or her behavior aggressive or insensitive. Such teachers were often referred to as "incompetent" and having difficulty performing poor performance (Bridges, 1986, 1992; Lavelly et al., 1992). Given that new teachers are at risk of leaving the profession, the research rationale suggests that the resilience of new teachers may be the key factor in helping beginning teachers become more secure, and more committed to their long-term work (Le Cornu, 2009).

In order to substantiate the research rationale for the contribution of resilience to beginning teachers, it is first necessary to understand in depth the characteristics of conflicts faced by teachers. First, as noted several times throughout the work, teacher work difficulty is due first and foremost to the need to simultaneously deal with a number of separate but related arenas with diverse stakeholders (Van Droogenbroeck, Spruyt, & Vanroelen, 2014). First are the students, whom the teachers want to educate and inspire and motivate. When difficulties arise in achieving these professional goals (for example, when students are unresponsive, disinterested in learning, disruptive and low achievement) teachers will feel less important and meaningless and may suffer from mental exhaustion (Martin, Sass, & Schmitt, 2012). Other stakeholders the teachers face are the parental public, who in many cases do not share or be an integral part of the educational process in a way that aligns with teachers' perceptions (Fisherman, 2014), but disregards and tends to assume full responsibility for the situation of students (Cohen et al. , 1999). School principals are also important stakeholders because they can stimulate a shared sense of purpose and provide room

for self-belief and self-efficacy for both teachers and students, as well as influence efficiency and perceptions (Tschannen-Moran, & Hoy, 2007). Difficulty in maintaining such symbiotics and creating an unsuitable climate will have a direct impact on the professional confidence and emotional and mental fatigue of teachers (Van Droogenbroeck, Spruyt, & Vanroelen, 2014). There are, of course, other important stakeholders, such as the teacher's peers and other systemic elements in the education system (Fisherman, 2014; Ross et al., 2011) who may contribute to the pressure and development of negative emotions and difficulty in performing the job adequately.

The significance of these difficulties faced by teachers is the need to deal with various conflicts within the work of teachers. Interestingly, the research literature points out that despite the importance and difficulty of dealing with classroom management, which involves coping and managing complex conflicts, the topic has been widely addressed in teacher education programs, and in a minority in the investigation of academic and international institutions (Yariv and Gorb, 2018; Bazezew & Neka, 2017). A variety of classroom management techniques for managing and managing interpersonal conflicts in the classroom such as constraint, collaboration / integration, compromise, avoidance and non-response, conflict and empowerment, empathy and student empowerment, and boundary journalism. The techniques are more complex and require more experience, and mor Other techniques may be simpler and some are taught in teacher training institutions, such as beginning teachers dealing with the phenomenon through other methods such as fostering positive relationships and humor with students, however, teachers and beginning teachers need to know how to combine the methods and adapt them to the case. They have to deal with classroom conflicts consciously and intelligently, without getting into a power war with the student or insulting him, in sum. In this way, teachers will be more aware of the problems and possibilities of dealing with classroom conflicts and their consequences. Teacher training and teaching students may contribute to essential skills and activities for mediating teachers and students and between students and themselves (Shahmohammadi, 2014).

These aspects led to the formulation of the research idea in order to deepen how resilience helps build a sense of self-ability and later on in dealing with conflicts. The research literature has shown that teachers who have the resilience and sense of self-ability will usually choose to perform more challenging tasks and set high goals for themselves. Their actions will be more orderly and understandable, and their expectation will be overly optimistic. Equally important, however, is that even in the face of many difficulties, more resilient teachers will recover more quickly in conflicts in a way that allows them to maintain their commitment and focus on achieving the goal, in many cases more effectively (Schwarzer & Hallum, 2008). In light of this, it can be concluded that the teacher's strength is the result of a long-lasting interaction between him and the environment. Mental traits such as self-belief, confidence, and coping strategies are important to overcome challenging situations and conflicts. When coping takes place successfully, adjustments to obstacles occur and personal well-being can be maintained. The factors that will preserve the required resilience are reciprocal, personal and professional support (Mansfield et al., 2012). The research claim that has been put to the test is that through structured and regulated training, young teachers' resilience can be influenced in a way that allows them to better and more effectively deal with conflicts they may encounter in their early years of work.

3.8. Summary

In order to examine the research claim, a quantitative-correlative design was employed in which 364 teachers at different levels of seniority were surveyed. 212 (58%) are new teachers in their first or second year of teaching. The remaining participants in the study are veteran teachers with a seniority of five years or more (42%). Teachers' attitudes and characteristics were measured using closed and validated questionnaires as research tools.

At the center of the study was the concept of resilience, which according to Moreno Jiménez et al. (2014) embodies three dimensions within it. The first dimension is

resilience that expresses a desire for new experiences and new experiences that, by their very nature or especially, pose a personal challenge to personal and professional development. This dimension was called resilience that promotes challenging experience. The second dimension addressed the concept of ability to control events, *inter alia* through careful and pre-calculated preparation and perceived control over possible processes and situations. This dimension was referred to as a focused resilience. The third dimension (intrinsic motivational resilience) expressed a willingness for long-term investment that is internal and self-originating. All three measures were found to be related, and the most significant measure of resilience among respondents was the intrinsic motivational resilience dimension.

The other two variables examined in the study are the self-concept of teachers' ability to deal with conflicts. Further to Friedman and Kess (2001), teachers' self-efficacy measurement was addressed in three dimensions that express the teachers' coping arenas: The students' self-concept in dealing with teaching tasks, their teachers' perceptions of their ability to influence decision making and organizational policies (organizational impact), As well as perceptions of teachers' self-efficacy in their interpersonal interactions with students. At the same time, the analysis of the findings suggested that teachers' self-competence in dealing with teaching tasks is closely related to their ability to perceive their capacity in the informal interpersonal setting.

Here it is worth noting that these findings rise with the research sofas. Professional incompetence is often translated by teachers of self-incapacity in social areas as well (Kess, 2000). Similarly, it has also been argued that many teachers' difficulties are the result of incompatibility with the resentment of many instructional tasks involving much frustration over much of the social and political rhetoric required by the profession as well as lack of adequate resources and inadequate support from those around them (Dicke et al., 2014).

In sum, the two dimensions of self-competence perception were consolidated into one dimension that expresses self-concept in dealing with instructional and interpersonal

tasks, and which expresses a more significant aspect of teachers' self-concept in relation to the second dimension of organizational impact.

As mentioned, the third variable in the study concerns teachers' coping patterns with conflicts. In accordance with the Kaplan consulting model of Kaplan (Caplan & Caplan, 1970, within: Erhard, 2008), four dimensions were mapped to deal with conflicts within the teacher's work. The first dimension expresses a "negative" aspect of coping in the sense of difficulty coping due to lack of knowledge. By referring to various sources for building the teacher's knowledge, including professional literature, the proper guidance of professionals or deficiencies in the imparting of formal knowledge, the dimension expresses the need for teachers to act on intuition and emotion rather than on a realistic and structured basis, and thus reflects to a greater extent To deal with the various conflicts.

The other three dimensions in the context of measuring conflict are "positive" in nature and relate to the successful use of skills and methodological tools to achieve a desired response or for effective intervention in dealing with conflicts, confidence and self-ability in their self-conflicts and conflicts, and in dealing with conflicts. The analysis indicated that there were very high correlations between the three positive dimensions in dealing with conflicts, and in accordance with the three dimensions, a single dimension was reflected, reflecting external attribution to the required way of dealing with conflicts, which is the result of successful and integrated application of skills, operative, professional, and 2003.(

Below is a summary of the conclusions that emerged from the data analysis.

Hypothesis 1: There is a positive association between teachers' self-efficacy perception and their resilience, so that teachers which are more resilient are characterized by higher self-efficacy perception

The first research hypothesis sought to confirm the relationship between the concept of resilience and the sense of self-efficacy of teachers. The results of the statistical analysis indicated that there were significant positive correlations between all dimensions of resilience (resilience that promotes challenging experience, focused resilience in controlling intrinsic motivational resilience), and between organizational competence and perceptions capable of interpersonal and interpersonal tasks. **These findings confirm the first research hypothesis.**

This view is very much in line with the research literature that links the notion of resilience with the notion of self-ability. In general, there is consensus that resilience is a key component of the teachers' motivational process, and therefore has a direct impact on how goals are set, through the construction of the modes of action and the perspective that illuminates difficulties throughout the process. The concept of resilience in this context can be translated as the ability to self-motivate and to believe in the ability to succeed (Schwarzer, & Hallum, 2008).

Similarly, the corroboration of the research hypothesis is also consistent with the findings of Mansfield et al. (2012), who viewed teacher resilience as a characteristic of the teacher's accumulated experience of interacting with his environment. Their argument underpins the assumption that such an ability develops mental traits such as self-belief, confidence, and coping strategies that develop the concept of ability and the perception of success against obstacles and the ability to maintain personal well-being.

Hypothesis 2: The higher teachers' resilience and self-efficacy is, the greater their use of skilled and professional coping strategies to cope with conflicts

The purpose of the second research hypothesis is the first part of examining the second tier in the impact of resilience on teacher functioning. In other words, the purpose of this hypothesis is to examine how teachers' resilience and self-concept are reflected in an external attribution concept for coping with conflicts (Miller, 2003). This research hypothesis sought to examine the links between the dimensions of resilience and self-concept and the dimension that expresses professionalism, objectivity, and the successful use of a range of tools and conflicts in coping with conflicts.

The results of the coefficient analysis between professional and proficient coping with conflicts and teacher resilience and self-perceived ability indicate that positive correlations exist in all cases. **These findings confirm the second research hypothesis.**

The implication of these findings is that higher resilience among teachers is also reflected in the capacity for professional, skilled and successful coping with conflicts that arise in teachers' work. Similarly, the findings also indicate that this professional and skilled coping pattern is associated with a higher self-concept. To a large extent, these findings corroborate the insights of Pearce and Morrison (Pearce, & Morrison, 2011), who argued that resilience and a strong sense of self help to deal with conflicts because decision making will be more purposeful and have self-insights, desire for achievement, and use of coping strategies. These researchers also argued that there are unique talents related to teacher resilience that can be addressed in dealing with a variety of solutions and the ability to fail, learn and move on are strong interpersonal skills that enable the development of social support networks. Correspondingly, it is also argued that resilience, and therefore self-ability, embodies traits of altruism, strong intrinsic motivation, perseverance, sense of humor, emotional intelligence, and willingness to take risks (Brunetti, 2006; Chong & Low, 2009). This claim reinforces the

recognition that these traits may help teachers to recover and face challenges and conflicts during work, especially during their early years of work.

Hypothesis 3: The higher teachers' resilience and self-efficacy is, the less difficulties they face coping with conflicts

The third research hypothesis is a direct continuation of the second hypothesis, but unlike this one, the emphasis is on the relationship between resilience and self-efficacy and less successful aspects of coping, expressed in teachers' perceptions.

In general, the analysis of these findings indicates that there is a negative relationship between difficulties in dealing with conflicts due to lack of knowledge and the concept of resilience that promotes challenging experience, internal motivational resilience and two dimensions of self-ability. In this sense, the research findings confirm the research hypothesis.

The research literature has often dealt with the fact that conflicts are often viewed as an interpersonal conflict, which is a direct threat to the teacher, even though this is not a reality. Studies such as Zedekiah's et al (2008) emphasize that effective coping with conflicts requires alertness and early identification of the potential for its occurrence. They argue that conflict management and understanding are based on answering three fundamental questions: (1) Who and why does student behavior interfere? Emphasizing the distinction between disorder and learning and the classroom or the dignity or well-being of the teacher, (2) what drives student behavior? And in accordance with (3) what are the results that may arise from the teacher's response? It is interesting to see that this concept of coping with conflict requires an extensive pedagogical knowledge base, either for clarifying the concept of the job and the status of the teacher, or for internalizing aspects of the responsibilities of authority associated with the teacher's role, and in particular a realistic recognition of the power limitations.

Clearly, a teacher who lacks basic knowledge (even if it is a basic knowledge of his concept, as in the case of an inexperienced teacher) will find it difficult to understand the complex and subtle aspects of conflict. For example, such teachers may be characterized by an egocentric view of the conflict and refuse to put the student at the center (Shimoni et al., 2000 with Zedekiah et al., 2008). Additional practices for dealing with conflicts in such cases are forcing & obliging or avoiding & sidestepping (Goksoy & Argon, 2016; Bazezew & Neka, 2017). Common to these techniques is adherence to dry administrative practices or unfamiliar denial, and their effectiveness is questionable, and may even create negative feelings for students and cause other undesirable behavior in the future (Shahmohammadi, 2014).

These techniques do not take into account the children's needs, expectations, conflicts themselves, or students' behavioral problems. They concentrate, almost fully, on the teacher's perception and the consequences of his situation. One of the aspects that comes into play in such cases concerns their controlling perception, and the fact that conflict has the potential to undermine this perception. It is easy to understand, therefore, why there is no relationship between personal resilience that comes from a perception of circumstantial control and difficulty in coping, since such personal resilience is based on a futile attempt to formulate a deterministic conception of what is happening, as found in the research findings. In contrast, resilience that promotes challenging experiences that undermine "routine" and "known" also leads to greater sensitivity to such events as well as greater openness to contain and deal with them. These aspects also stem from the development of "inner truth" expressed in teachers' inner motivational resilience, and the expression also reflects teachers' ability to influence organizational moves and their ability to handle instructional tasks and less formal and / or predictable aspects of interpersonal interactions. These aspects are clearly implied by the findings of the study and largely express Isaacson's (2016) concept of developing positive techniques based on openness, understanding, and inclusion along with assertiveness for dealing with classroom conflicts.

Hypothesis 4: New teachers' self-efficacy and resilience is lower than that of experienced teachers

There are two levels to the examination of the fourth research hypothesis. The first tier seeks to examine whether there are differences in the resilience and self-efficacy of new teachers and experienced teachers. The results of the comparison show that there is no difference in the resilience of experienced teachers and new teachers, all in all three dimensions of resilience. In contrast, the results of the exam show that the level of self-efficacy of experienced teachers is higher than that of new teachers, both in terms of organizational ability and in capacity for instructional and interpersonal relationships. These **findings confirm the hypothesis that self-efficacy among new teachers is lower than that of older teachers**. However, **the research hypothesis regarding resilience of new and old teachers cannot be corroborated**.

These findings contrast with Bandura's (1993) insights, which blurred the notion of resilience with the notion of self-ability. Bandura's (1993) definition of the concept of resilience was in the negative, focusing on the criterion of incompetence expressed in symptoms such as difficulty, reluctance or inability to learn or help. From this resilience and ability express a sense of success, personal ability to cope with difficulties and willingness to invest effort and even stubbornness on the way to achieving the goal. In this sense, resilience and self-capacity are early self-fulfilling beliefs (Tait, 2008).

Unlike this approach, research findings show that self-concept has improved over the years - lower among new teachers and higher among experienced teachers. This finding makes sense in light of the experience gained by veteran teachers, and with it the skills, insights and professional knowledge that lead to their clearer perception of success with the new teachers.

However, the absence of a similar trend of change in resilience indicates that resilience is a deeper and earlier feature of self-concept. The resilience of experienced teachers is no different from that of new teachers, despite the experience, skill, confidence and

knowledge gained by the experienced teachers. In other words, resilience that promotes challenging experience, focusing on controlling motivation from sources of intrinsic motivation is an aspect of the teacher that develops earlier, in more detail even before they begin their work as teachers. In fact, this results in an order of precedence between resilience and self-concept.

Against this backdrop, the research hypothesis sought to examine another layer of the relationship between resilience and the self-concept that embodies within it also the insight that resilience crystallizes before the self-concept is formulated. This examination revealed that the differences in self-concept between experienced teachers and new teachers do not stem directly from teachers' experience. Instead, the test showed that different dimensions of teachers' self-perceptions were influenced differently by different strengths of experienced teachers and new teachers. The results of the exam indicated that for experienced teachers, self-efficacy dimensions were influenced by the resilience dimension that promotes challenging experience and, for new teachers, they were influenced by the resilience dimension of intrinsic motivation.

These findings mean that for new teachers, self-efficacy is influenced by intrinsic motivation that is characteristic of long-term investment. Like Tschannen-Moran & Hoy (2007), resilience among new teachers expresses hopes of being "good teachers" and aspirations for their ability to achieve value goals. The willingness to invest and learn to achieve these goals underpins their sense of ability.

Unlike them, experienced teachers are more sober. These are teachers whose experience in the system and teaching has calibrated their set of expectations. For these teachers, the sense of self-ability is not in value motivation but rather in the need for personal and professional development, the challenge that such recognition brings with it and the adaptation and openness to new experiences and new experiences that result from it (Moreno Jiménez et al., 2014). Correspondingly, for these teachers the sense of

being able to succeed, at both the organizational and pedagogical and personal levels, is a result of the same resilience.

Hypothesis 5: The ability of new teachers to cope with conflicts is lower than that of experienced teachers

Similar to the fourth research hypothesis, the fifth hypothesis also sought to first examine the coping characteristics of experienced teachers and veteran teachers. This comparison has, according to the hypothesis, suggested that new teachers experience more difficulties in dealing with experienced teachers as well as experienced teachers who deal with conflicts more professionally and proficiently than new teachers. **These findings confirm the hypothesis that coping patterns among new and old teachers are different.**

Similar to the findings of Melnick & Meister (2008) who argued that beginning teachers have more difficulty with complex techniques and who require experience in the handling of interpersonal conflicts, the findings also confirm that beginning teachers lack the target and skills required when dealing with conflicts. Experienced teachers, respectively, have more diverse awareness and tools to contain all aspects of conflicts, among other things, feel more comfortable reporting to parents and communicating the event and its meaning, in part because they are better acquainted with the community and student population and feel safer in decisions and assessments Towards students (Melnick & Meister, 2008).

Against this backdrop, the research hypothesis sought to examine another layer of how conflict coping skills evolve throughout teachers' years of experience, one that also incorporates the development of resilience and teachers' self-concept. Exam results indicated that conflict coping patterns are not directly influenced by teachers' experience, ie there are no direct differences in the coping experience of experienced teachers and veteran teachers. Instead, the self-perception concept mediated the full range of effects on teachers' coping patterns. More specifically, it was found that

Difficulty dealing with conflicts due to lack of knowledge was negatively affected only by the Teaching and Interpersonal Efficacy dimension of experienced teachers. This means that teachers experience more Difficulty dealing with conflicts due to lack of knowledge as their teaching and interpersonal efficacy is lower, and vice versa.

A combination of the insights emerging from Hypothesis 4, in which Teaching and Interpersonal Efficacy is influenced by different dimensions of the resilience of experienced and experienced teachers, indicates that there is no direct impact of experience and resilience on Difficulty dealing with conflicts due to lack of knowledge. All of this is reflected in Teaching and Interpersonal Efficacy, and it influences teachers' coping skills.

Similarly, the findings of the study showed that Professional and skilled coping with conflicts is affected only by the dimensions of self-ability, and in both cases the effect is positive. This means that teachers report a higher level of Professional and Skilled Coping with Conflicts as higher Organizational Efficacy and Teaching and Interpersonal Efficacy. In this case, too, the entire effect of resilience on the self-perception concept documented in Hypothesis 4 does not have a direct impact on resilience on Professional and skilled coping with conflicts, for both new and experienced teachers.

These findings mean that conflict coping patterns are influenced by self-concept, which mediates other coping patterns (both seniority and resilience). **These findings confirm the research hypothesis.**

Conclusions and practical implications

The appropriate perspective for understanding research findings needs to understand the context in which the education system operates and its characteristics in recent years. As discussed extensively in previous chapters, the education system today exposes difficult and complex problems, and is even seen as a crisis-prone system. Examples of this are many and varied, including low achievement, inefficient use of budgetary resources and, moreover, increasing disparities between students from different populations and classes, along with ongoing trends in teacher status and ability (Amit, 2014).

This ongoing trend has created considerable interest, both theoretically and practically, to create change for the better. Some of the arguments argued that the problem lay at the level and administrative structure of the creation of huge and multiple bureaucratic mechanisms. These centralized mechanisms, on the one hand, have created a growing sense of embarrassment, lack of control and organizational inefficiency, and, on the other, hierarchy and centralization that have been initiated and creative by those engaged in education (Wolansky and Friedman, 2003). As a result, policies aimed at reducing centralization and transferring educational and organizational powers to schools and from teachers to teachers could be seen. These policies included, among other things, the promotion of educational innovation projects, autonomy in education, encouraging local educational initiatives, and promoting the involvement of teaching staff in the management of education (Weiniger, 2017). These approaches were reflected in a more decentralized concept of responsibility in the educational process, curriculum, teaching methods, and in the management of teacher staff and resource allocation (Khalid & Abu-Romi, 2016). Known examples in this context that have also been reviewed in this work are self-concept (Santibaneza, Abreu-Lastra, & O'Donoghue, 2014), project management education (Svejvig & Andersen, 2015), or promoting innovation in education (Vidislavsky, 2016).

However, it soon became apparent that many teachers, and certainly new teachers, lacked the right knowledge and skills, had a supportive and inclusive environment that would enable them to implement the high expectations they had. Alongside these, it was also found that lack of appropriate guidance for teachers who demonstrate a willingness to learn, innovate, initiate beneficial changes and grow professionally, and promote decisions that foster decentralized leadership at Butkevica & Zobena (2017, 60). Despite the growing interest in educational leadership aspects as key components of reforms, it has become clear that theoretical research in the field of teacher management and leadership initiatives is insufficient (Yariv & Gorb, 2018; Wenner & Campbell, 2017). Two topics that have been the focus of this study are one of the disciplinary aspects of classroom management and the encouragement of student involvement in learning processes, and on the other, the quality of classroom management, teacher self-efficacy, and stress and burnout factors (Dicke et al., 2015).

The current study sought to deepen knowledge related to these two key aspects of conflict coping and teachers' ability to offer, while offering another cause that has not yet been given a major place in research literature - teacher resilience. The research claim was that resilience expresses a human ability to cope, overcome, and even strengthen against negative and challenging experiences, and therefore is a key factor in developing the concept of ability, and accordingly influences the ability to cope with problematic events in the teaching environment, ie in dealing with conflicts. The following is a summary of the research conclusions:

- In general, the findings of the study confirmed the existence of a positive relationship between self-efficacy and teacher resilience, so that high-resilience teachers have a high level of self-ability.
- Similarly, the findings of the study provided an overall affirmation of the relationship between teacher resilience, their perceptions, and their coping patterns, both in the positive aspect of greater use of professional and skill

coping strategies and in the negative aspect that expresses fewer difficulties in coping.

- The sense of self-capacity and resilience of new teachers is lower than that of old teachers. In addition, the study provided evidence that teacher resilience crystallized prior to the formation of their self-concept. In fact, the findings of the study suggest that the dimensions of resilience develop even before the actual work begins in teaching, while the self-concept of competence grows in parallel with teaching and accumulating experience in the field.
- Moreover, it has become clear that resilience has a different influence on the self-concept of new teachers and experienced teachers. The dimensions of self-efficacy among experienced teachers were influenced by the resilience that promotes challenging experience and, for new teachers, they were influenced by the resilience dimension of intrinsic motivation.
- Resilience among new teachers expresses hopes of being "good teachers" and aspirations for their ability to achieve value goals. The willingness to invest and learn to achieve these goals underpins their sense of ability.
- For experienced teachers the sense of ability, both at the organizational and pedagogical and interpersonal levels, is a result of extreme resilience.
- In general, the ability of new teachers to cope with conflicts is lower than that of veteran teachers
- However, Difficulty dealing with conflicts due to lack of knowledge was negatively affected only by the Teaching and Interpersonal Efficacy dimension of experienced teachers. This means that teachers experience more Difficulty dealing with conflicts due to lack of knowledge as their teaching and interpersonal efficacy is lower, and vice versa.
- Further, it can be concluded in the light of the findings of the study that there is no direct effect of experience and resilience on Difficulty dealing with conflicts

due to lack of knowledge, since all influence is expressed within Teaching and interpersonal efficacy, and it affects the ability of teachers to cope

- This means that teachers report a higher level of Professional and skilled coping with conflicts as higher Organizational Efficacy and Teaching and Interpersonal Efficacy. It also means that conflict coping patterns are influenced by self-concept, which mediates other coping patterns (both seniority and resilience).

Practical implications

Theoretically, therefore, the contribution of the present study is to a better understanding of the developmental processes of teachers' ability to deal with conflicts, given the development of their self-concept and their resilience.

In practical terms, these findings have significant implications for understanding teacher behavior patterns throughout their career development, and in particular, they have special significance in the context of teacher training processes before they are actually engaged in teaching. These processes need to place more emphasis on developing the resilience of teachers in general, and in particular aspects of resilience that precede challenging experience, namely, striving for new experiences and new experiences that, by their nature or especially, pose a personal challenge to personal and professional development.

The findings indicate that these aspects underlie the development of self-concept, both in the organizational and pedagogical and interpersonal aspects. Moreover, the dimensions of resilience develop before the development of self-concept. For new teachers, self-efficacy is influenced by the intrinsic motivation that characterizes long-term investment readiness. Resilience among new teachers expresses hopes of being "good teachers" and aspirations for their ability to achieve value goals. The willingness to invest and learn to achieve these goals underpins their sense of ability. Unlike them, experienced teachers are more sober. These are teachers whose experience in the

system and teaching has calibrated their set of expectations. For these teachers, the sense of self-ability is not a value motivation but rather a need for personal and professional development, a challenge that such recognition brings with it and the adaptability and openness to experiencing new experiences and new experiences that result from it. Correspondingly, for these teachers the sense of being able to succeed, both at the organizational and pedagogical and interpersonal levels, is a result of the same resilience.

Against this background, there is room for the development of a teacher training program that will work to enhance the new teachers' sense of resilience, both at a value level that strives to promote the intrinsic motivation for teaching, as well as the experiential, challenging and entrepreneurial level. Such a program may lay the groundwork for the new teachers to adopt a pattern of action that promotes experience, investigation, look, and striving for improvement even in the face of anticipated difficulties and even failures.

The development of such a program in the early stages of teacher training and in their early years of teaching is likely to influence their perceptions of ability and, together with it, reduce the difficulties these new teachers experience or experience during their role in dealing with conflicts. At the same time, such a program is expected to enhance teachers' professionalism, skill and objectivity in dealing with conflicts. In line with this, it will make teachers more open to promoting innovation and experience in schools with the aim of improving the entire education system.

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Appendix

Research questionnaire

Proficiency and knowledge

Here are 29 statements describing teachers' feelings while in school. Please state your evaluation regarding **your** knowledge and skills in the following areas.

	Item	Not at all				Very much
1	I think I'm teaching in an interesting who motivate students	1	2	3	4	5
2	I think I can let the students joke in the classroom without feeling that I'm losing control of the class	1	2	3	4	5
3	I think I can joke with the students without damaging my status as a teacher in their eyes	1	2	3	4	5
4	I think I have no real influence on principle decisions made at school	1	2	3	4	5
5	I feel that during my conversations with my principal I am assertive	1	2	3	4	5
6	I feel I am contributing to the school's policy and character.	1	2	3	4	5
7	I think I can decide when to share my decisions with my students	1	2	3	4	5
8	I think I can influence the values and morals of my students through my teaching	1	2	3	4	5
9	I think I can be very creative in my work with students.	1	2	3	4	5
10	I think I must keep my distance from the students so as not to lose my authority in their eyes.	1	2	3	4	5
11	I think I make a difference when there is a need to help solve school problems.	1	2	3	4	5

	Item	Not at all				Very much
12	I think my teaching methods are flexible	1	2	3	4	5
13	I think I'm not charismatic when I stand in front of students in class.	1	2	3	4	5
14	I am an active participant in important decision-making processes at school.	1	2	3	4	5
15	I think that according to what is happening in the classroom, I am capable of improvisation in my teaching	1	2	3	4	5
16	I feel it is physically difficult for me to touch student when I want to convey a message of warmth and empathy to them.	1	2	3	4	5
17	While I teach, I know how to adjust the difficulty levels of the material to the level of the students so that they will listen and understand.	1	2	3	4	5
18	I think that if I present the principal (or the management) with suggestions for promoting the school's pedagogic or social goals, they will be accepted willingly.	1	2	3	4	5
19	I think I know how to connect the material I learn in class with students' everyday life	1	2	3	4	5
20	I can keep my stand, uncompromising with the management.	1	2	3	4	5
21	I think I can encourage my students to express their thoughts and feelings freely in class.	1	2	3	4	5
22	I manage to overcome student disturbances even without shouting.	1	2	3	4	5
23	If a student does not remember the material from previous lessons, I know how to act so he will remember better in the next lesson.	1	2	3	4	5
24	I feel that students are willing to respond to my requests and guidance in class.	1	2	3	4	5

	Item	Not at all				Very much
25	If I want to, I can get promoted and take on key positions in my school.	1	2	3	4	5
26	I feel that It's difficult for me setting demands from the management.	1	2	3	4	5
27	I think I know how to detect problems of students and treat them even before they get worse	1	2	3	4	5
28	I think that through my teaching I make a positive change in the lives of my students.	1	2	3	4	5
29	I feel highly professional as a teacher	1	2	3	4	5

Difficulties of teachers in coping with conflicts

The following questionnaire include several statements. You are asked to state your agreement with these statements using a four-point scale: 1 - does not agree at all, 2 - agrees to a small extent, 3 - agrees to a large extent, 4 – totally agree.

For this purpose, please try to recall a personal conflict with a student or some students. The event may have ended and it may still be underway. In any case, this is an event that lives in your memory and is accompanied by thoughts and feelings about difficulties, dilemmas and dilemmas.

To understand the background of the conflict, please describe the student or the students with whom the conflict was conducted:

1. a boy/ some boys 2. A girl / some girls 3. A group of boys and girls

What class did they attend: _____

Please briefly describe the conflict in two sentences:

		1	2	3	4
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		does not agree at all	agrees to a small extent	agrees to a large extent	totally agree
1	During this conflict, I felt I can communicate with the students' parents.	1	2	3	4
2	After the conflict, I successfully started from fresh with the students.	1	2	3	4
3	In this case, I made a third party (counselor, principal, etc.) to be involved in the conflict	1	2	3	4
4	I felt confident in my ability to be empathic to student's perspective	1	2	3	4
5	During the conflict, I tried to understand the student's perspective	1	2	3	4
6	I felt that this conflict was damaging my personal and professional image.	1	2	3	4
7	I feel that my difficulties in the conflict stem from my intuitions in this case being incorrect.	1	2	3	4
8	While managing the conflict, I experienced confidence in my ability to use formal educational tools (such as a behavior chart, a feedback note, a note in a personal file).	1	2	3	4
9	In this event I used positive reinforcement to empower the student	1	2	3	4
10	In this case I felt professional because that I responded creatively.	1	2	3	4
11	While managing the conflict I felt that I had confidence in the ability to keep the student away from the scene.	1	2	3	4
12	I saw this conflict as an opportunity for professional growth.	1	2	3	4
13	I ignored students' behaviors during the incident.	1	2	3	4
14	During the conflict, I felt I can talk to the student	1	2	3	4
15	The source of the problem with this conflict is that I did not check Ministry of Education CEO's publications for guidelines for action.	1	2	3	4
16	At the time of the event I felt that I could use positive reinforcement to strengthen the student	1	2	3	4
17	I took the student away from the scene.	1	2	3	4
18	In light of the incident, I felt confident in my ability to use the help of professional	1	2	3	4
19	My acquaintance with the student helped me to identify professionally the source of my personal difficulty in the conflict.	1	2	3	4
20	I felt that I had the right tools to manage the event optimally.	1	2	3	4
21	During this conflict, I felt I can comply with student's wishes and requests.	1	2	3	4

		1	2	3	4
		does not agree at all	agrees to a small extent	agrees to a large extent	totally agree
22	I did not respond immediately during the event, but rather delayed my reaction.	1	2	3	4
23	During the conflict, I felt I can contain the student's feelings.	1	2	3	4
24	During this conflict, I felt emotionally involved.	1	2	3	4
25	As part of handling the conflict, I communicated with the student's parents.	1	2	3	4
26	During the event, I felt confident in my ability to be consistent in my reactions.	1	2	3	4
27	My difficulty in this case was that I did not study conflict management as part of my formal training	1	2	3	4
28	I gathered information about the event in all its aspects.	1	2	3	4
29	I felt confident in my ability to use punishment during the conflict	1	2	3	4
30	I maintained a professional educational position during my consultations with staff members/management and parents during and after the event.	1	2	3	4
31	I felt helpless during the conflict.	1	2	3	4
32	During the conflict, I have consistently used educational tools I have	1	2	3	4
33	I felt that I can ignore students' behaviors.	1	2	3	4
34	The source of my difficulty is that I am not familiar with conflict management practices in teaching.	1	2	3	4
35	While managing the conflict, I used an external tool (such as a behavior chart, a feedback note, a note in the personal file)	1	2	3	4
36	I felt confident not to react at the time of the incident but to delay my reaction.	1	2	3	4
37	I could have maintained empathy for the student's position even when we were in the middle of the conflict	1	2	3	4
38	I felt that I can manage the conflict by applying rational thinking.	1	2	3	4
39	Feelings of vulnerability (anger and insult) influenced my professionalism while handling the conflict	1	2	3	4
40	During the event, I confronted the student directly and openly.	1	2	3	4
41	During the conflict, I felt professional when I managed to maintain a distance from my personal feelings	1	2	3	4
42	I felt completely alone while managing the conflict.	1	2	3	4

		1	2	3	4
		does not agree at all	agrees to a small extent	agrees to a large extent	totally agree
43	I accepted the student's wishes and requests during the event.	1	2	3	4
44	I felt confident in my ability to collect information on all aspects of the conflict.	1	2	3	4
45	During this conflict, I felt I can identify with the student.	1	2	3	4
46	In this incident, I used punishment.	1	2	3	4
47	In this case, I felt confident when I confronted the student directly and openly	1	2	3	4
48	This conflict weakened my professionalism.	1	2	3	4
49	During this event, I felt panic.	1	2	3	4
50	The problem with this conflict stemmed from the lack of reading professional literature on conflict management.	1	2	3	4
51	I had a conversation with the student during the conflict.	1	2	3	4
52	I felt professional by understanding the source and content of the conflict.	1	2	3	4
53	I felt confident with the way I acted in this event.	1	2	3	4
54	If I had more experience, I had more tools to deal with the current incident.	1	2	3	4
55	During this conflict, I knew what I had to do.	1	2	3	4

Perception about your character

The following 15 statements describe different aspects of how you cope and conduct yourself at work. Please indicate your appreciation of your knowledge and skill in the area described.

	items	Not at all	To a very small extent	To some extent	To a large extent	Totally
1	I invest everything I have in what I do, because that is the only way to achieve my goals	1	2	3	4	5
2	Even if it may be a greater effort, I will choose the work or occupation that will allow me to experience new experiences	1	2	3	4	5

	items	Not at all	To a very small extent	To some extent	To a large extent	Totally
3	I do everything I can to make sure I have control over the outcome of my work	1	2	3	4	5
4	According to my perception, the organization values what I do and therefore I do not mind investing	1	2	3	4	5
5	When I do something, I tend to be attracted to new innovations and developments	1	2	3	4	5
6	Things can only be achieved through personal effort	1	2	3	4	5
7	I worry about what I do, because that's who I am	1	2	3	4	5
8	When I do something, I'm often drawn to things that pose challenge me personally	1	2	3	4	5
9	Controlling the situation and what happens is the only way to ensure success	1	2	3	4	5
10	What I do makes me satisfied and makes me committed to doing it	1	2	3	4	5
11	If possible, I try to experience new things in what I do	1	2	3	4	5
12	Things go well if you prepare them carefully in advance	1	2	3	4	5
13	When It is possible, tend to look for new situations around me	1	2	3	4	5
14	My enthusiasm is what drives me to complete what I do	1	2	3	4	5
15	When someone acts in a serious and calculated manner, he can control the results	1	2	3	4	5

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